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ABSTRACT

This booklet and facilitator's guide explore jobs in Maine based on statewide average openings in the year 2000, educational requirements, salary range, and math skills. They promote the career and occupational education for future career choices. The booklet consists of two sections: (1) four Top 40 charts on annual statewide openings, educational level, math skills, and current salary level; and (2) brief job descriptions of the Top 40 occupations in alphabetical order. In each job brief, the following are described: typical job duties, approximate average annual salary, educational preparation, and job description. In addition to an introduction, the facilitator's guide contains the following information: 17 classroom activities using booklet information; additional Top 40 charts; statewide and substate comparison charts; alphabetical index of Maine occupations; and sources of information--current labor market information, job briefs, other sources, and additional resources. (NLA)

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Top 40

Career Hits in Maine

Maine Occupational Information
Coordinating Committee
October, 1991

TOP 40 CAREER HITS IN MAINE

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INTRODUCTION

TO THE READER:

The **TOP 40 Career Hits in Maine** poster and booklet gives you an opportunity to explore jobs in Maine based on statewide average openings to the year 2000, educational requirements, salary range and math skills.

This book will help you realize the impact your understanding of career and occupational information has on your future career options. An informed decision maker is one who identifies a problem, collects relevant information, assesses realistic alternatives and puts into action the desired approach.

Career decision making follows the same process. Your task is to explore all career possibilities and select a career path that includes appropriate education, training and placement into the chosen occupation.

The **TOP 40** booklet and chart introduces you to concepts that will help you make career choice.

Determinants of Career Choice

Annual Openings --	relates to the number of projected openings each year. The greater number of openings, the greater opportunity for employment.
Education --	relates to the relationship between education and career opportunities. Generally, the more skilled/educated you are, the better your chances to become employed in jobs that pay well and provide good working environments.
Salary --	relates to the salary or wages you will be paid for the work you do.
Math Skills --	relates to the level of math skills required to do certain jobs. Jobs that demand higher level math skills typically pay higher wages.

Take your time and review each **TOP 40** chart. It is important that you remember that the **TOP 40** includes only those occupations with the highest statewide average annual openings through the year 2000. The charts depicting education, salary and math skills retain the **TOP 40** position ranking of each occupation. This allows you to relate each occupation to its **TOP 40** ranking.

USING THIS BOOKLET:

The **Top 40** booklet consists of two sections. Section one reproduces the charts on the **TOP 40** poster. This is for your reference so that you can explore the relationship between average annual openings and the other selected characteristics. As you review the charts, determine which characteristic is most important to you. Do any of the **TOP 40** jobs interest you? How do these job titles compare to your current career plan?

Section two contains brief job descriptions of the **TOP 40** occupations in alphabetical order. In each job brief you will find described (1) typical job duties, (2) approximate average annual salary, (3) education preparation, and (4) related interest area based on the Guide for Occupational Exploration (GOE). An explanation of the interest areas is included at the end of this section.

Use the text as a beginning point to understand the impact that occupational characteristics can have on career choice. Never limit your search to one perspective. Take a careful assessment of your skills, interests and abilities. How does your personal profile match up against the **TOP 40** jobs? Do you have related career interests?

ADDITIONAL RESOURCES:

- Guide for Occupational Exploration
- Occupational Outlook Handbook
- Dictionary of Occupational Titles
- The Maine Job Box & Occupational Profiles
- The Maine Guide
- Planning to Realize Eductional Potential (P.R.E.P.)
- The Maine Works Cluster Booklets
- The Career Perspectives Series
- Publications from the Division of Economic Analysis & Research

Good luck in your exploration of the world of work. As you do your research, use as many resources as possible, including family, friends and community members.

A BRIEF DISCUSSION OF THE TOP 40 CAREER HITS IN MAINE:

Examine the **TOP 40 HITS** poster charts in the following order:

a. By Annual Statewide Openings
b. By Educational Level
c. By Math Skills
d. By Current Salary Level

Of the occupations listed by annual openings, do you find any occupations of interest to you? Were you surprised by the occupations on this list?

Now look at the chart with educational levels. You will notice that the order is different. Do the educational levels associated with these jobs match your educational aspirations? Of the forty occupations, 5 occupations require less than a high school diploma while 21 require earning a high school diploma or training in a secondary vocational education program. Remember that jobs require many skills and the more prepared you are the more successful you will be at work. Furthermore, the majority of employers require applicants to be at least high school graduates.

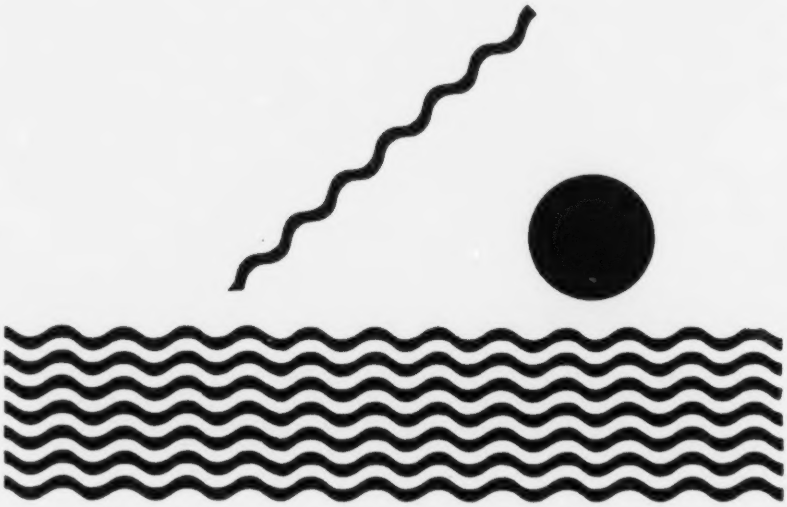
Six of the forty occupations require either one year of training after high school or community college, technical training or trade school. Of the 40 occupations, training opportunities for 16 of the occupations can be found within Maine's Technical College System and 18 are apprenticeable occupations within Maine. Training for many of the **Top 40** occupations also occurs in secondary vocational programs. Eight of the **Top 40** occupations require four year college or professional/graduate degrees.

Next examine the **TOP 40** occupations by math skills required to perform the job. As you look at this list you will note that only 9 occupations require high math skills. The majority of jobs (23) require medium math skills, while 8 occupations need low math skills. As you review this list, you need to know that jobs requiring higher math skills generally pay greater wages and allow individuals to assume more responsibility and control over their work. Personally, assess your math skills. How do you rate yourself? How do your math potential and skill relate to the **TOP 40** occupations?

TOP 40 CAREER HITS IN MAINE

POSTER CHARTS

A. Annual Statewide Openings
B. Educational Level
C. Math Skills
D. Current Salary Level



MAINE'S TOP 40
RANKED BY
ANNUAL OPENINGS

RANKING	OPENINGS	TITLE
1	1442	Salespersons, Retail
2	990	General Managers and Top Exec.
3	948	Janitors and Cleaners, Exc.Maids
4	716	Nursing Aides and Orderlies
5	605	Cashiers
6	532	Stock Clerks, Sales Floor
7	529	Maids and Housekeeping Cleaners
8	522	Registered Nurses
9	522	Bookkeeping & Accounting Clerks
10	512	General Secretaries
11	501	Carpenters
12	472	General Office Clerks
13	383	Farmers
14	376	Truck Drivers, Heavy
15	371	Gardeners and Groundskeepers
16	357	Waiters and Waitresses
17	330	Sales Reps., Exc.Scientif. & Retail
18	313	Food Preparation Workers
19	307	All Other Managers & Administ.
20	298	Teachers, Elementary
21	295	Child Care Workers
22	294	Guards and Watch Guards
23	292	Food Service & Lodging Managers
24	271	All Other Helpers, Laborers, Movers
25	269	Maintenance Repairers, Gen. Util.
26	258	First Line Supervisors, Sales
27	251	Accountants and Auditors
28	235	Licensed Practical Nurses
29	229	First Line Supervisors, Clerical
30	222	Hairdressers and Cosmetologists
31	219	Physicians and Surgeons
32	212	Cooks, Restaurant
33	199	Painters and Paperhangers
34	194	Cleaners & Servants, Pvt. House.
35	190	Receptionists, Information Clerks
36	175	Truck Drivers, Light
37	175	Lawyers
38	172	Teachers, Secondary School
39	171	Instructors, Nonvocational Educ.
40	169	Plumbers, Pipefitters, Steamfitters

From the Division of Economic Analysis & Research
Compiled by the Maine Occupational Information Coordinating Committee

MAINE'S TOP 40
GROUPED BY
EDUCATIONAL LEVEL

RANKING		TITLE
PROFESSIONAL OR GRADUATE		
31		Physicians & Surgeons
36		Lawyers
FOUR YEAR COLLEGE DEGREE		
2		General Managers
19		All Other Managers
20		Teachers, Elementary
27	TC *	Accountants & Auditors
38		Teachers, Secondary
39		Instructors, Nonvocational
TECHNICAL COLLEGE DEGREE/DIPLOMA		
8	TC *	Registered Nurses
23	TC	Food Service & Lodging Managers
26		First Line Supervisors, Sales
28	TC *	Licensed Practical Nurses
29		First Line Supervisors, Clerical
TRADE SCHOOL		
30	*	Hairdressers & Cosmetologists
HIGH SCHOOL DIPLOMA/SECONDARY OCCUPATIONAL PREPARATION		
1		Salespersons, Retail
4	TC *	Nursing Aides & Orderlies
5		Cashiers
6		Stock Clerks, Sales Floor
9	TC *	Bookkeeping & Accounting Clerks
10	TC *	General Secretaries
11	TC *	Carpenters
12	TC	General Office Clerks
13	TC *	Farmers
14	TC *	Truck Drivers, Heavy
15	*	Gardeners & Groundskeepers
17		Sales Reps., Ex. Scientif.& Retail
18	TC *	Food Preparation Workers
21	*	Child Care Workers
22	TC *	Guards & Watch Guards
25	TC *	Maintenance, Repairers
32	TC *	Cooks, Restaurant
33	*	Painter & Paperhanger
35		Recept. & Infor. Clerks
36		Truck Drivers, Light
40	TC *	Plumbers, Pipefitters, Steamfitters
LESS THAN HIGH SCHOOL		
3		Janitors & Cleaners, Ex. Maids
7		Maids & Housekeeping Cleaners
16		Waiters & Waitresses
24		All Other Helpers, Laborers, Movers
34		Cleaners & Servants, Pvt. House

TC - Training offered at a Maine Technical College
** - Maine Apprenticeship Program*

MAINE'S TOP 40
GROUPED BY
MATH LEVELS

High Math Skills

2 General Managers & Top Executives
9 Registered Nurses
13 Farmers
19 All Other Managers & Administrators
23 Food Service & Lodging Managers
26 First Line Supervisors, Sales
27 Accountants & Auditors
31 Physicians & Surgeons
37 Lawyers

Medium Math Skills

1 Salespersons, Retail
4 Nursing Aides & Orderlies
5 Cashiers
6 Stock Clerks, Sales Floor
9 Bookkeeping & Accounting Clerks
10 General Secretaries
11 Carpenters
12 General Office Clerks
15 Gardeners & Groundskeepers
16 Waiters & Waitresses
17 Sales Reps. Excluding Scientific & Retail
20 Teachers, Elementary
21 Child Care Workers
25 Maintenance Repairers, General Utilities
28 Licensed Practical Nurses
29 First Line Supervisors, Clerical
30 Hairdressers & Cosmetologists
32 Cooks, Restaurant
33 Painters & Paperhangers
35 Receptionists, Information Clerks
38 Teachers, Secondary School
39 Instructors, Nonvocational Ed.
40 Plumbers, Pipefitters, Steamfitters

Low Math Skills

3 Janitors & Cleaners, Ex. Maids
7 Maids & Housekeeping Cleaners
14 Truck Drivers, Heavy
18 Food Preparation Workers
22 Guards & Watch Guards
24 All Other Helpers, Laborers, Movers
34 Cleaners & Servants, Private Homes
36 Truck Drivers, Light

Compiled by the Maine Occupational Information Coordinating Committee

MAINE'S TOP 40
GROUPED BY
CURRENT SALARY LEVEL

$50,001 and above
31 Physicians & Surgeons
37 Lawyers

$35,001 to $50,000
2 General Managers & Top Executives
23 Food Service & Lodging Managers

$25,001 to $35,000
17 Sales Reps., Excluding Scientific & Retail
19 All Other Managers & Administrators
20 Teacher, Elementary
27 Accountants & Auditors
29 First Line Supervisors, Clerical
38 Teachers, Secondary

$15,001 to $25,000
8 Registered Nurses
9 Bookkeeping & Accounting Clerks
10 General Secretaries
11 Carpenters
13 Farmers
14 Truck Drivers, Heavy
24 All Other Helpers, Laborers, Movers
25 Maintenance Repairers, General Utilities
26 First Line Supervisors, Sales
28 Licensed Practical Nurses
30 Hairdressers & Cosmetologists
32 Cooks, Restaurant
33 Painters & Paperhangers
40 Plumbers, Pipefitters, Steamfitters

$15,000 and below
1 Salespersons, Retail
3 Janitors & Cleaners, Excluding Maids
4 Nursing Aides & Orderlies
5 Cashiers
6 Stock Clerks, Sales Floor
7 Maids & Housekeeping Cleaners
12 General Office Clerks
15 Gardeners & Groundskeepers
16 Waiters & Waitresses
18 Food Preparation Workers
21 Child Care Workers
22 Guards & Watch Guards
34 Cleaners & Servants
35 Receptionists, Information Clerks
36 Truck Drivers, Light
39 Instructors, Nonvocational Educ.

From the Division of Economic Analysis & Research
Compiled by the Maine Occupational Information Coordinating Committee

TOP 40 CAREER HITS IN MAINE

JOB BRIEFS

A. **Job Briefs - in alphabetical order**
B. **GOE Interest Areas**

Each job brief contains (1) OES Job title, (2) Annual Salary, (3) GOE* Interest Area, (4) Educational Level and (4) Typical job duties. The OES job titles are taken from the Occupational Employment Statistics Program Survey. Descriptions of GOE Interest Areas can be found at the end of the occupational briefs.

* Guide to Occupational Exploration,
National Forum Foundation, 1984.

Job Title: **Accountants & Auditors**

Annual Salary: **$32,500** *GOE Interest Area:* **Leading-Influencing**

Educational Level: **Four Year College Degree**

Job Description:

Accountants and auditors prepare and analyze financial reports to furnish managers with up-to-date information used in decision making. Accountants generally concentrate on a particular area. For example, some specialize in tax matters which would include preparing income tax forms and advising clients on tax issues. Others develop accounting systems to meet the special needs of a company. They may also advise businesses interested in installing computers or electronic data processing systems. Auditing is also an accounting specialization. Auditors examine records to attest that a company is meeting standards in preparation and reporting.

Job Title: **All Other Helpers, Laborers, Movers**

Annual Salary: **$17,000** *GOE Interest Area:* **Industrial**

Educational Level: **Less Than High School**

Job Description:

Most helpers, laborers, and movers perform a broad array of jobs, ranging from moving boxes and feeding machines to cleaning equipment and work areas. Many do tasks needed to make the work of more skilled employees flow smoothly. These workers often do routine, physical work under close supervision. They generally follow oral or written instructions from supervisors or more experienced workers, with little opportunity to make decisions. Helpers and laborers must be familiar with the duties of workers they help, as well as with the materials, tools, and machinery they use, in order to perform their jobs effectively. Movers move materials to and from storage areas, loading docks, delivery vehicles, ships' holds, machines, and containers either manually or with forklifts, dollies, handtrucks, or cars. Their specific duties vary by industry and work setting.

Job Title: **All Other Managers**

Annual Salary: **$30,000** *GOE Interest Area:* **Leading-Influencing**

Educational Level: **Four Year College Degree**

Job Description:

The broad occupational title of All Other Managers and Administrators represents a variety of workers including self-employed or those who run family businesses. Other managers under this title work in ship building, state government and in hospitals. Managers are responsible for running a business or unit of an organization. Typically, they are responsible for planning, organizing, directing and monitoring activities directed at achieving pre-defined goals and objectives.

Job Title: **Bookkeeping & Accounting Clerks**

Annual Salary: **$17,300** *GOE Interest Area:* **Business Detail**

Educational Level: **High School Diploma**

Job Description:

Bookkeeping and accounting clerks perform routine calculations; keep up posting of registers and ledgers; and verify the internal consistency, completeness, and mathematical accuracy of accounting documents. For instance, they keep detailed records of business or financial transactions, inventory levels, or operating expenses. They may type vouchers, calculate interest charges, or reconcile bank statements. The work may involve either manual or automated accounting systems. An accounting clerk will usually handle only some of the many kinds of records necessary to keep a complete set of books. This is especially true in larger firms where roles are more specialized and automated equipment is used.

Job Title: **Carpenters**

Annual Salary: **$19,300** *GOE Interest Area:* **Mechanical**

Educational Level: **High School Diploma**

Job Description:

The duties of carpenters vary by type of construction, type of company, skill of the carpenter, and size of the company. However, most jobs involve some of the following steps. Working from blueprints or directions from supervisors, carpenters first do the layout, keeping in mind local building codes. They select the proper tools and materials. They mark cutting and assembly lines. They cut and shape materials such as wood, plastic, fiberglass, and drywall with hand and power tools. Carpenters then join the materials with nails, screws, glue, or wooden pegs. They check the accuracy of their work with levels, rulers, and framing squares. They lay the subflooring and the framework for a structure. Carpenters also put in the roof, stairs, walls, and flooring. They fit and install prefabricated frames, windows, and trim. Scaffolding and concrete forms might also be needed. Some may specialize in a phase of carpentry, such as layout carpenters or finish carpenters.

Job Title: **Cashiers**

Annual Salary: **$11,200** *GOE Interest Area:* **Business Detail**

Educational Level: **High School Diploma**

Job Description:

Most cashiers receive money, make change, fill out charge forms, and give receipts. Other duties depend on the place of employment. Cashiers may also have specific titles which help indicate additional responsibilities. For example, a cashier working in a grocery store may be called a checkout clerk. Duties may include bagging purchases, stocking shelves, and taking inventory. Cashiers operate various types of equipment such as cash registers and adding/change-dispensing machines.

Job Title: **Child Care Workers**

Annual Salary: **$13,000** *GOE Interest Area:* **Humanitarian**

Educational Level: **High School Diploma**

Job Description:

Child care workers work in day care centers or in their own homes. They greet children as they arrive and help them remove outer garments. They may organize and direct indoor and outdoor games. They plan activities which provide exercise and teach children to get along with one another. They also select activities that encourage self-expression and development of arts and crafts, musical, and language skills. These may include painting and drawing, working with clay and wood, singing, reading and storytelling. Job duties are more varied, and the work setting more informal, for child care workers who care for a few children in their own homes. Known as family day care providers, these workers are generally subject to state licensing requirements that regulate the number of children one worker may care for and the environment in which care is provided.

Job Title: **Cleaners & Servants, Private Homes**

Annual Salary: **$9,000** *GOE Interest Area:* **Mechanical**

Educational Level: **Less Than High School**

Job Description:

Cleaners and servants in private homes perform a combination of the following duties in keeping private homes clean and orderly, in cooking and serving meals, and in rendering personal services to family members: wash dishes and clean silverware; clean furnishings, floors, and windows, using vacuum cleaner, mops, brooms, cloths, and cleaning solutions; change linens and make beds; wash linens and other garments by hand or machine; and mend and iron clothing, linens, and other household articles.

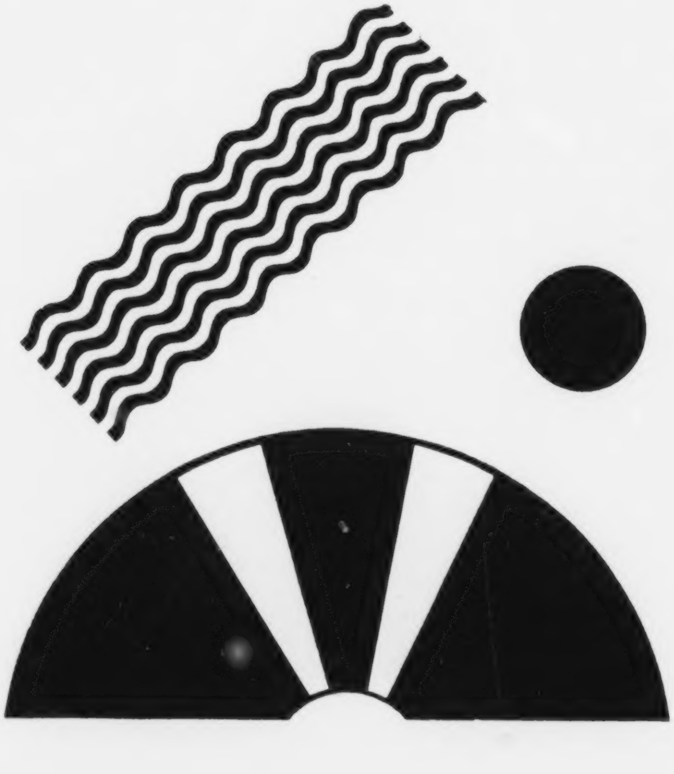
Job Title: **Cooks, Restaurant**

Annual Salary: **$15,000** *GOE Interest Area:* **Mechanical**

Educational Level: **High School Diploma**

Job Description:

A cook's duties depend partly on the size and type of the establishment. Smaller restaurants usually feature a limited number of easy-to-prepare, short-order specialties, and ready-made desserts. Typically, one cook prepares all of the food with the help of a short-order cook and one or two kitchen helpers. Large eating places generally have more varied menus and larger staffs since much of the food is prepared from start to finish. There may be several cooks, each with a specialization and title, including pastry or frycook. The head cook coordinates the work of the kitchen, decides the size of servings, sometimes plans menus, and buys food supplies. Cooks also are involved in all stages of food preparation either by doing the work themselves, assisting others, or supervising the staff.



Job Title: **Farmers**

Annual Salary: **$22,000** *GOE Interest Area:* **Plants & Animals**

Educational Level: **High School Diploma**

Job Description:

Farmers are responsible for planning, tilling, planting, fertilizing, cultivating and harvesting crops. After harvesting, operators make sure that crops are packaged, loaded and delivered promptly to market. Those who raise livestock must feed and care for their animals and keep barns, pens and other farm buildings clean. Farmers perform a variety of tasks which often depend on the type and size of the farm and the number of other workers. These tasks range from setting up and operating machinery to building fences and sheds. Farmers also make the management decisions required for modern farming and determine the best time to seed, fertilize, cultivate and harvest. Other responsibilities include purchasing livestock, selling crops, securing loans and keeping financial records.

Job Title: **First Line Supervisors, Clerical**

Annual Salary: **$25,000** *GOE Interest Area:* **Business Detail**

Educational Level: **Technical College/Diploma**

Job Description:

Clerical supervisors generally interview prospective clerical employees and make recommendations regarding their hiring. When new workers arrive on the job, supervisors greet them and orient them to the procedures in their section. They also instruct workers in the daily routines of the workplace, interpret work rules and make clear what is expected of them. Planning the work of subordinates is another key function of clerical supervisors. A part of a supervisor's job is to evaluate the work of subordinates. Clerical supervisors may recommend promotions or other awards, retention, transfers, or dismissals of workers under their supervision. Clerical supervisors act as the liaison between professional, technical and other staff and clerical workers. In addition to supervising others, many clerical supervisors do some clerical work themselves.

Job Title: **First Line Supervisors, Sales**

Annual Salary: **$20,000** *GOE Interest Area:* **Selling**

Educational Level: **Technical College Degree/Diploma**

Job Description:

The majority of people who work as first line supervisors, sales, work in retail stores. Others work as supervisors in wholesale trade or finance, insurance and real estate. Many are self-employed. People who work in sales supervision oversee workers who make direct sales of products or services to customers or clients. In this capacity, supervisors implement a marketing plan, train salespersons, monitor progress and motivate workers for better performance.

Job Title: **Food Preparation Workers**

Annual Salary: **$11,700** *GOE Interest Area:* **Mechanical**

Educational Level: **High School Diploma**

Job Description:

Food preparation workers perform their duties under the direction of chefs and cooks. They weigh and measure ingredients, fetch pots and pans, and stir and strain soups and sauces. They clean, peel and slice potatoes, vegetables and fruits and make salads. They also may cut and grind meats, poultry and seafood in preparation for cooking. Their responsibilities also include cleaning work areas, equipment and utensils and dishes and silverware.

Job Title: **Food Service & Lodging Managers**

Annual Salary: **$36,500** *GOE Interest Area:* **Accommodating**

Educational Level: **Technical College Degree/Diploma**

Job Description:

Hotel managers are responsible for efficient and profitable operation of their establishments. In a small hotel, motel or inn with a limited staff, a single manager may direct all aspects of operations. However, large hotels may employ hundreds of workers, and the manager may be aided by a number of assistant managers assigned among departments responsible for various aspects of operations.

In most restaurants and institutional food service facilities, the manager is assisted by one or more assistant managers, depending on the size and business hours of the establishment. In large establishments, as well as in many others that offer fine dining, the management team consists of a general manager, one or more assistant managers and an executive chef.

Job Title: **Gardeners & Groundskeepers**

Annual Salary: **$12,300** *GOE Interest Area:* **Plants & Animals**

Educational Level: **High School Diploma**

Job Description:

Gardeners and groundskeepers maintain the grounds of parks and playgrounds, primarily those operated by various levels of government. They mow the lawns using either a hand or power-driven mower. Trimming and weeding around bushes, trees, flower beds, and hedges are two other responsibilities. Groundskeepers also pick up and dispose of rubbish and other debris. They may also perform light maintenance on buildings and equipment, paint benches, tables and guardrails, and maintain walks, driveways or roadways. They may work alone or have a team of helpers.

Job Title: **General Managers & Top Executives**

Annual Salary: **$50,000** *GOE Interest Area:* **Leading-Influencing**

Educational Level: **Four Year College Degree**

Job Description:

General managers and top executives formulate the policies or direct the operations of the nation's private firms or government agencies. An organization's general goals and policies are established by the chief executive officer in collaboration with other top executives, usually executive vice presidents, and with the board of directors. Although the chief executive officer retains ultimate authority and responsibility, the chief operating officer may be delegated the authority to oversee executive vice presidents who direct the activities of various departments and are responsible for implementing the organization's goals. General managers, in turn, direct their individual department's activities within the framework of the organization's overall plan. With the help of supervisors and staff, general managers strive to achieve departmental goals as rapidly and economically as possible.

Job Title: **General Office Clerks**

Annual Salary: **$14,500** *GOE Interest Area:* **Business Detail**

Educational Level: **High School Diploma**
Job Description:

General clerks perform clerical tasks that require a limited knowledge of systems and procedures. They may be assigned any or all of the following duties: writing or typing bills, statements, receipts, checks or other documents; proofreading records and forms; counting, weighing or measuring materials; sorting and filing records; receiving money from customers and depositing funds in a bank; addressing envelopes either by handwriting or typing; stuffing envelopes either by hand or machine. General office clerks often answer telephones, convey messages and run errands. They may stamp, sort and distribute mail. They also make copies using office duplicating equipment.

Job Title: **General Secretaries**

Annual Salary: **$17,800** *GOE Interest Area:* **Business Detail**

Educational Level: **High School Diploma**

Job Description:

General secretaries perform administrative and clerical duties. They schedule appointments, give information to callers, organize and maintain files, fill out forms and take and transcribe dictation. Other duties may depend on a secretary's specialization. For instance, a legal secretary prepares legal papers such as summonses and subpoenas. A medical secretary who must be familiar with medical terminology and procedures is another example of specialization in this occupation.

Job Title: **Guards & Watch Guards**

Annual Salary: **$13,000** *GOE Interest Area:* **Protective**

Educational Level: **High School Diploma**

Job Description:

Security guards patrol and inspect property to protect it against fire, theft, vandalism and break-ins. Duties vary from job to job. A security guard may patrol buildings and grounds and make certain that doors, windows and gates are locked. They inspect equipment for possible tampering. Security guards check the credentials of those entering and leaving the premises, screen out unauthorized personnel after hours and observe departing employees to guard against theft. They maintain order, give information or direct traffic. Security guards should not be confused with correction officers who work in prisons and other correctional institutions. Advancement is limited.

Job Title: **Hairdressers & Cosmetologists**

Annual Salary: **$18,000** *GOE Interest Area:* **Accommodating**

Educational Level: **Trade School**

Job Description:

Hairdressers and cosmetologists help people look attractive by providing beauty services for customers. First they analyze the condition of the hair. They shampoo, cut, and style hair, advising patrons on how to care for their hair. Cosmetologists may lighten or darken hair color. They may give manicures, scalp and facial treatments, or clean wigs. Suggestions may be made concerning cosmetics for conditions such as dry or oily skin. They keep their work area clean and sanitize their hairdressing implements. Those who operate their own salons also have managerial duties such as supervisins workers, keeping records and ordering supplies. Advancement usually is in the form of higher earnings as cosmetologists gain experience and build a steady clientele.

Job Title: **Instructors, Nonvocational Education**

Annual Salary: **$14,700** *GOE Interest Area:* **Leading-Influencing**

Educational Level: **Four Year College Degree**

Job Description:

Nonvocational education instructors teach or instruct out-of-school youths and adults in courses other than those that normally lead to an occupational objective. The courses they teach are usually equivalent to high school courses, and are usually taught at adult education centers located at either the public high school or in some other agency such as a public learning center. Subjects may include self-improvement or nonvocational courses, such as basic education, art, drama, music, bridge, homemaking, stock market analysis, languages, modeling, flying, dancing and automobile driving. They may teach in public or private schools or in an organization whose primary business is other than education, such as a job training office.

Job Title: **Janitors & Cleaners, Excluding Maids**

Annual Salary: **$13,000** *GOE Interest Area:* **Mechanical**

Educational Level: **Less Than High School**

Job Description:

Janitors and cleaners, also referred to as building custodians, keep office buildings, hospitals, stores, and apartment houses clean and in good condition. Their routine includes necessary maintenance tasks such as fixing leaky faucets, emptying trash, minor painting and carpentry, replenishing bathroom supplies and mowing lawns. They also see that heating and air-conditioning equipment works properly. On a typical day, a janitor may wet-or dry-mop floors, vacuum carpets, dust furniture, make minor repairs and exterminate insects and rodents. Some may supervise a group of workers and be responsible for a section of a building or an entire building. They assign tasks, give instructions and oversee the workers to make sure the tasks are done well.

Job Title: **Lawyer**

Annual Salary: **$69,500** *GOE Interest Area:* **Leading-Influencing**

Educational Level: **Professional or Graduate Degree**

Job Description:

The most fundamental activity of a lawyer is to interpret the law and its application to a specific situation. This requires research into the purposes behind a law and the reading of earlier judicial decisions. Attorneys serve as advocates for clients in and out of court. They are also advisors who counsel their clients as to their legal rights and obligations, suggesting particular courses of action in business and personal matters. Most lawyers write briefs which are clear and concise communications. Attorneys draw up legal documents, conduct criminal and civil lawsuits and gather evidence for cases. They also represent their client before a court, government hearings or other people. Most lawyers specialize in a particular field of law. Some do mostly trial work and others work as tax or real estate attorneys. Other areas of concentration include marine, corporate, international, patent, family and labor law. Some attorneys may manage property as a trustee or serve as the executor of a will.

Job Title: **Licensed Practical Nurses**

Annual Salary: **$19,000** *GOE Interest Area:* **Humanitarian**

Educational Level: **Technical College Degree/Diploma**

Job Description:

Licensed practical nurses work under the direction of physicians and registered nurses. In a hospital some of their duties are recording temperatures and blood pressures, changing bandages and bathing patients. They also assist during patient examinations and in carrying out nursing procedures. Licensed practical nurses may specialize in working with infants or in intensive care and recovery units. Some work in private homes providing day-to-day patients care. In addition to nursing duties, they may prepare meals and train family members to care for the patient.

Job Title: **Maids & Housekeeping Cleaners**

Annual Salary: **$11,700** *GOE Interest Area:* **Mechanical**

Educational Level: **Less Than High School**

Job Description:

Maids and housekeeping cleaners clean rooms and halls in such commercial establishments as hotels, restaurants, clubs, beauty parlors and dormitories performing any combination of the following duties; sort, count, fold, mark or carry linens; make beds; check wraps and render personal assistance to patrons; moves furniture, hangs drapes and roll carpets.

Job Title: **Maintenance Repairers, General Utilities**

Annual Salary: **$20,200** *GOE Interest Area:* **Mechanical**

Educational Level: **High School Diploma**

Job Description:

Maintenance repairers repair and maintain machinery, plumbing, physical structure, and electrical wiring and fixtures of commercial and industrial establishments in accordance with blueprints, manuals and building codes, using hand tools and carpenter's, electrician's and plumber's tools. They also inspect machinery and mechanical equipment for defects; dismantle machines or equipment to gain access to defective parts, and repair them, using hand tools; make and repair counters, benches, partitions, and other wooden structures, using saws, braces, bits, and other carpenters' tools; paint walls, floors, woodwork, and fixtures of establishment, using spray gun and brushes.

Job Title: **Nursing Aides or Orderlies**

Annual Salary: **$13,000** *GOE Interest Area:* **Humanitarian**

Educational Level: **High School Diploma**

Job Description:

People who work as nursing aides or orderlies generally perform the same duties. The basic difference is that a male hospital attendant is referred to as an orderly and a female hospital attendant as a nurse aide. Despite the changes in title, they both care for patients under the direction of nurses and physicians. Basic duties include bathing and dressing patients; serving and collecting food trays; recording intake and output of foods and liquids; and checking temperatures and pulse and respiration rates. Some escort patients for treatment and set up medical equipment.

Job Title: **Painters & Paperhangers**

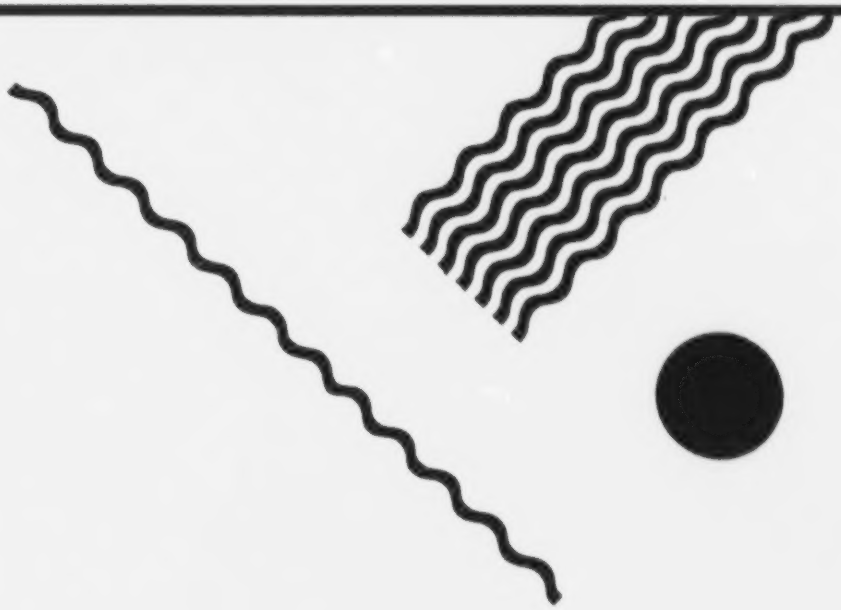
Annual Salary: **$22,000** *GOE Interest Area:* **Mechanical**

Educational Level: **High School Diploma**

Job Description:

Painters prepare the surface to be covered by removing old paint, filling holes and cracks and sanding rough spots. New surfaces are first painted with a primer. They use brushes, rollers and spray guns to decorate and protect the inside and outside of buildings and other structures. They erect scaffolding when working on tall buildings. Painters must know how to mix and match paint, how to select the correct paint for each surface and how best to apply it. They may advance to supervisory jobs with painting and decorating contractors or they may start their own business. Painters may also do paperhanging.

A paperhanger covers interior walls and ceilings of rooms with decorative wallpaper or fabric, using hand tools. They measure walls and ceiling to compute number and length of strips required to cover surface; set up pasteboard and erects scaffolding; mark vertical guideline on wall to aline first strip, using plumb bob and chalk line; smooth rough spots on walls and ceilings, using sandpaper; fills holes and cracks with plaster, using trowel; remove paint, varnish, and grease from surfaces, using paint remover and water soda solution; apply sizing to waterproof porous surfaces, using brush, roller or pasting machine; measures, cuts and apply strips to the prepared wall or ceiling.



Job Title: **Physicians & Surgeons**

Annual Salary: **$98,000** *GOE Interest Area:* **Scientific**

Educational Level: **Professional or Graduate Degree**

Job Description:

Physicians and surgeons perform medical examinations, diagnose diseases or physical problems, and operate to correct deformities, repair injuries, and improve the condition of patients. Surgeons and physicians review a patient's medical history and estimate the possible risk to the patient and then choose the best method of treatment. They perform operations using a variety of surgical instruments and established surgical techniques. Many surgeons and physicians train and specialize in certain areas of the body or particular disorders, but they require a knowledge of the many disciplines in medical and health care. They may also have other duties, such as supervising an office staff, doing research, teaching or holding administrative positions in health institutions and programs. Most surgeons are self-employed.

Job Title: **Plumbers, Pipefitters, Steamfitters**

Annual Salary: **$22,000** *GOE Interest Area:* **Mechanical**

Educational Level: **High School Diploma**

Job Description:

Plumbers build and repair the water, waste disposal and gas systems in homes and other buildings. They also install plumbing fixtures and appliances such as dishwashers. Working from blueprints or shop drawings that show the planned locations of pipes, fixtures and appliances, plumbers lay out the job to fit the piping into the structure of the house with the least waste of material and without damaging the structure. They measure and mark areas where pipe will be installed and connected. They also check for obstructions such as electrical wiring, and plan how to install pipe around the problem. To install the piping, plumbers may saw holes in walls, ceilings and floors and hang supports to hold the pipe in place. They then cut, bend and connect the lengths of pipe. Once the fixtures and appliances are installed, the plumbers connect the system to the outside water and sewer lines. Pipe fitters build and repair both high and low pressure pipe used in manufacturing, generation of electricity, and transportation. They specialize further, according to the type of pipe system. Steam fitters, for example, install pipe systems that move liquids or gases under high pressure. Sprinkler fitters install automatic fire control sprinkler systems in buildings.

Job Title: **Receptionists, Information Clerks**

Annual Salary: **$13,400** *GOE Interest Area:* **Business Detail**

Educational Level: **High School Diploma**

Job Description:

Receptionists greet visitors and customers, determine the nature of their business, and refer callers to the person who can help them. Day-to-day duties vary a great deal, depending on the work environment. Many receptionists keep records of callers. When they are not busy with visitors, they may type, file, or operate a switchboard. Some receptionists open and sort mail and collect and distribute messages. Still others prepare travel vouchers and do simple bookkeeping.

Job Title: **Registered Nurses**

Annual Salary: **$24,300** *GOE Interest Area:* **Humanitarian**

Educational Level: **Technical College Degree/Diploma**

Job Description:

A registered nurse may rotate within several areas of a medical facility such as obstetrics, surgery, pediatrics, outpatient and admitting. Whatever the location, a nurse performs a wide variety of health care functions. Their duties include assisting the physician during treatment, observing the patient, recording information on charts and administering medication. A nurse may also change beds, bathe and feed patients and assist in rehabilitation.

Job Title: **Salespersons, Retail**

Annual Salary: **$14,100** *GOE Interest Area:* **Selling**

Educational Level: **High School Diploma**

Job Description:

Duties of a salesperson vary with the type of merchandise being sold. Salespersons may need to create an interest in the product, explain the construction or demonstrate its use. Special knowledge or skills may be required. For example, a salesperson in a pet shop should know about the care and feeding of animals. In addition to selling, salespersons make out sales or charge slips, receive cash payments and give change and receipts. They also handle returns and exchanges of merchandise and keep their work areas neat. In small stores, they may help order merchandise, stock shelves or racks, mark price tags, take inventory and prepare displays.

Job Title: **Sales Representatives, Excluding Retail & Scientific**

Annual Salary: **$33,300** *GOE Interest Area:* **Selling**

Educational Level: **High School Diploma**

Job Description:

Sales representatives, excluding retail and scientific, work mostly in wholesale trade or they are self-employed. Sales representatives need to know their products and techniques for presenting products or services to individuals. The ability of knowing when to close a sale is essential. Sales representatives typically have to keep records and maintain a certain level of activity and sales.

Job Title: **Stock Clerks, Sales Floor**

Annual Salary: **$11,000** *GOE Interest Area:* **Accommodating**

Educational Level: **High School Diploma**

Job Description:

Stock clerks for sales floors perform any combination of following duties: mark order forms to order merchandise based on available shelf space, merchandise on hand, customer demand, or advertised specials; periodically count merchandise to take inventory or examine shelves to identify which items need to be reordered or replenished; unpack cartons and crates of merchandise, checking invoice against items received; stamp or attach prices on merchandise or change price tags, referring to price list; stock shelves with new or transferred merchandise; set up advertising signs and display merchandise on shelves, counters, or tables to attract customers and promote sales; may itemize and total customer's selection at check out counter, using cash register, and make change or charge purchases.

Job Title: **Teachers, Elementary**

Annual Salary: **$27,000** *GOE Interest Area:* **Leading-Influencing**

Educational Level: **Four Year College Degree**

Job Description:

Preschool and elementary school teachers introduce the basics of mathematics, language, science and social studies. They instruct children in activities designed to prepare them socially, physically and intellectually. Teachers try to stimulate learning, create enthusiasm for learning and instill good study habits. They also observe and evaluate each child's performance and potential. At the same time, they keep track of their students' social development and health and, when necessary, discuss problems in these areas with parents or guardians and school health officials. Both preschool and elementary school teachers look for creative ways of helping children learn. Most use films, slides, computers or instructional games. Others often arrange class trips, guest speakers and class projects.

Job Title: **Teachers, Secondary**

Annual Salary: **$33,000** *GOE Interest Area:* **Leading-Influencing**

Educational Level: **Four Year College Degree**

Job Description:

A secondary school teacher's primary function is to instruct students in a specific subject area and teach a variety of courses within that area. Specializations include English, social studies, science and mathematics. Teachers first develop lesson plans and prepare materials. They use various teaching methods including lectures, discussions and demonstrations. Some supplement their presentations with audio-visual materials, guest speakers or field trips. Teachers also administer tests and issue progress reports. Other responsibilities include supervising study halls and homerooms, advising student groups and attending meetings of parents and school personnel.

Job Title: **Truck Drivers, Heavy**

Annual Salary: **$19,000** *GOE Interest Area:* **Mechanical**

Educational Level: **High School Diploma**

Job Description:

Heavy truck drivers operate gasoline or diesel-powered tractor-trailer combinations to transport and deliver products and livestock. They must apply their knowledge of commercial driving regulations and skill in maneuvering their vehicles in difficult situations. Drivers inspect their trucks before and after trips and submit reports on their findings. They also maintain logs according to federal regulations. Drivers may assist in loading and unloading the freight. Some drivers are designated by the type of truck driven or load hauled. If delivering new automobiles and trucks, they are called transport drivers. Some drive tractors with two trailers hitched in tandem and are designated double-bottom drivers. Those working as part of a two-person team on a tractor with a sleeper bunk are referred to as long-haul-sleeper drivers.

Job Title: **Truck Drivers, Light**

Annual Salary: **$15,000** *GOE Interest Area:* **Mechanical**

Educational Level: **High School Diploma**

Job Description:

Light truck drivers drive trucks with capacities under three tons. They transport goods to and from specified destinations. They first verify the load against shipping papers. Once delivery has been made, the drivers prepare receipts and may collect payments. Drivers are sometimes required to keep truck logs according to state and federal regulations. Depending on the goods being delivered and the delivery routes, drivers may need to maintain telephone or radio contact with a supervisor who supplies additional delivery instructions. Some drivers are responsible for loading and unloading their trucks. Other duties may include inspecting the truck's tires, lights, brakes, gas, oil and water and performing emergency roadside repairs.

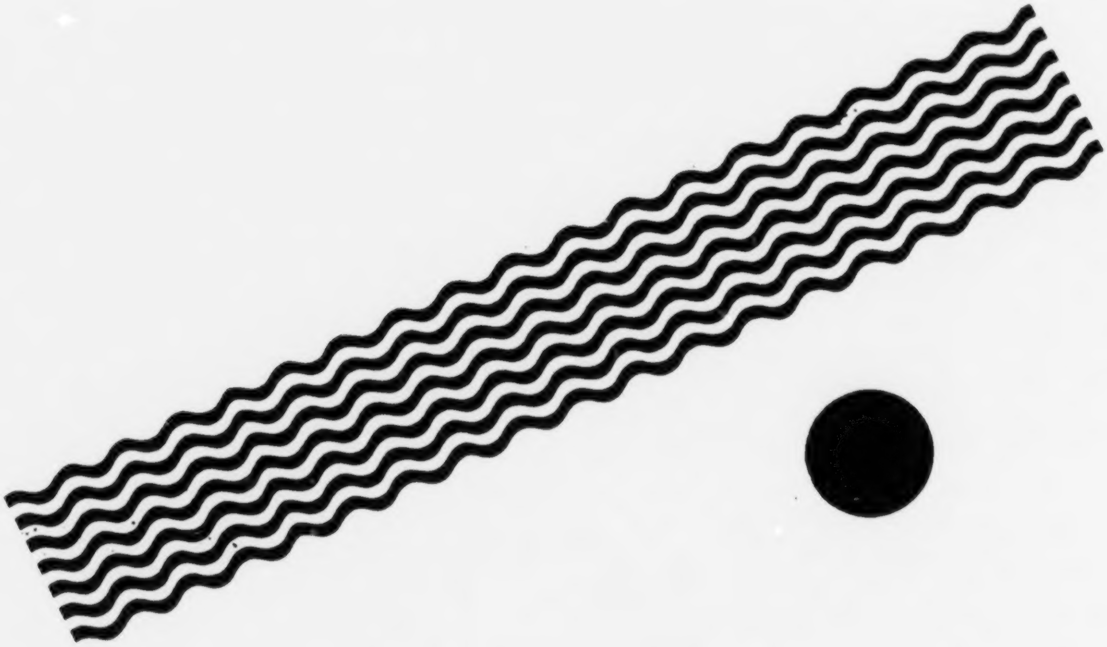
Job Title: **Waiters & Waitresses**

Annual Salary: **$5,300** *GOE Interest Area:* **Mechanical**

Educational Level: **Less Than High School**

Job Description:

Waiters and waitresses are expected to provide fast and efficient service. They present the menu, answer questions and make suggestions regarding food selections and service. Once the customer has ordered, the waiter or waitress relays the request to the kitchen and serves the meal. They must watch their customers to be available to provide additional service. When the meal is completed, they total the check and accept payment or refer the customer to the cashier. Other duties often include setting up and clearing tables and carrying soiled tableware to the kitchen. Some waiters and waitresses also ladle soups, toss salads, portion desserts and brew coffee. Responsibility varies with the size and practices of the establishment.



DESCRIPTIONS OF THE INTEREST AREAS

Artistic - 01

An interest in creative expression of feelings or ideas.

You can satisfy this interest in several of the creative or performing arts. For example, if you enjoy literature, perhaps writing or editing would appeal to you. Do you prefer to work in the performing arts? If so, you could direct or perform in drama, music, or dance. If you especially enjoy the visual arts, you could become a critic in painting, sculpture, or ceramics. You may want to use your hands to create or decorate products. Or you may prefer to model clothes or develop sets for entertainment.

Scientific - 02

An interest in discovering, collecting, and analyzing information about the natural world, and in applying scientific research findings to problems in medicine, the life sciences, and the natural sciences.

You can satisfy this interest by working with the knowledge and processes of the sciences. You may enjoy researching and developing new knowledge in mathematics, or perhaps solving problems if the physical or like sciences would appeal to you. You may wish to study medicine and help people or animals. If you want to work with scientific equipment and procedures, you could seek a job in a research or testing laboratory.

Plants and Animals - 03

An interest in working with plants and animals, usually outdoors.

You can satisfy this interest by working in farming, forestry, fishing, and related fields. You may like doing physical work outdoors, such as on a farm. You may enjoy animals; perhaps training or taking care of animals would appeal to you. If you have management ability, you could own, operate, or manage a farm or related business.

Protective - 04

An interest in using authority to protect people and property.

You can satisfy this interest by working in law enforcement, fire fighting, and related fields. For example, if you enjoy mental challenge and intrigue, you could investigate crimes or fires for a living. You may prefer to fight fires and respond to other emergencies. Or, if you want more routine work, perhaps a job in guarding or patrolling would appeal to you. If you have management ability, you could seek a leadership position in law enforcement and the protective services.

Mechanical - 05

An interest in applying mechanical principles to practical situations by using machines or hand tools.

You can satisfy your mechanical interest in a variety of careers, ranging from routine jobs to complex professional positions. If you enjoy working with ideas about things, you could seek a job in engineering or in a related technical field. You may instead prefer to deal directly with things. You could find a job in the crafts or trades, building, making, or repairing objects. You may like to drive or operate vehicles and special equipment. If you prefer routine or physical work in settings other than factories, perhaps work in mining or construction would appeal to you.

Industrial - 06

An interest in repetitive, concrete, organized activities done in a factory setting.

You can satisfy this interest by working in one of many industries that mass-produce goods. You may enjoy manual work, using your hands or hand tools. Perhaps you prefer to operate or take care of machines. You may like to inspect, sort, count, or weigh products. Using your training and experience to set up machines or supervise other workers may appeal to you.

Business Detail - 07

An interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting.

You can satisfy this interest in a variety of jobs in which you attend to the details of a business operation. You may enjoy using your math skills; if so, perhaps a job in billing, computing, or financial record-keeping would satisfy you. If you prefer to deal with people, you may want a job in which you meet the public, talk on the telephone, or supervise other workers. You may like to operate computer terminals, typewriters, or bookkeeping machines. Perhaps a job in filing or recording would satisfy you. Or you may wish to use your training and experience to manage an office.

Selling - 08

An interest in bringing others to a particular point of view by personal persuasion, using sales and promotional techniques.

You can satisfy this interest in a variety of sales jobs. You may enjoy selling technical products or services, or perhaps you prefer a selling job requiring less technical knowledge. You may work in stores, sales offices, or customers' homes. You may wish to buy and sell products to make a profit. You can also satisfy this interest in legal work, business negotiations, advertising, and related fields found under other interest categories.

Accommodating - 09

An interest in catering to the wishes and needs of others, usually on a one-to-one basis.

You can satisfy this interest by providing services for the convenience of others in hotels, restaurants, airplanes, etc. If you enjoy improving the appearance of others, perhaps working in the hair and beauty care field would satisfy you. You may wish to provide personal services such as taking tickets, carrying baggage, or ushering.

Humanitarian - 10

An interest in helping others with their mental, spiritual, social, physical or vocational needs.

You can satisfy this interest by work in which caring for people's welfare is important. Perhaps the spiritual or mental well-being of others concerns you. If so, you could prepare for a job in religion or counseling. If you wish to help others with physical problems, you could work in the nursing, therapy, or rehabilitation fields. You may like to provide needed but less complicated care by working as an aide, orderly, or technician.

Leading and Influencing - 11

An interest in leading and influencing others by using high-level verbal or numerical abilities.

You can satisfy this interest through study and work in a variety of professional fields. You may enjoy the challenge and responsibility of leadership. You could seek work in administration or management. If you prefer working with technical details, you could find a job in finance, law, social research, or public relations. You may like to help others learn, in which case working in education may appeal to you.

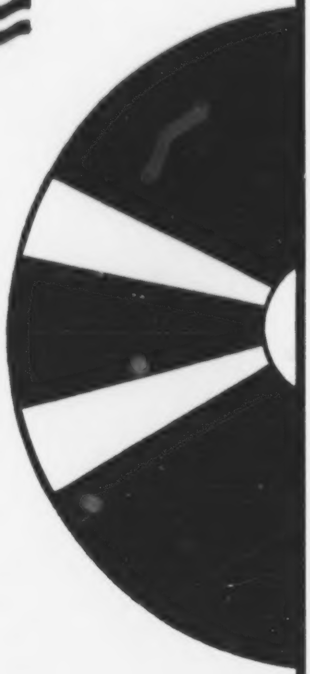
Physical Performing - 12

An interest in physical activities performed before an audience.

You can satisfy this interest through jobs in athletics, sports, and the performance of physical feats. Perhaps a job as a professional player or official would appeal to you. You may wish to develop and perform special acts such as acrobatics or wire walking.

Harrington, Ph.D., Thomas F., O'Shea, Ph.D., Arthur J., Guide for Occupational Exploration Second Edition, U.S. Department of Labor, Employment and Training Administration, 1984.

SOURCES OF INFORMATION



SOURCES OF INFORMATION

CURRENT LABOR MARKET INFORMATION - Division of Economic Analysis and Research, Maine Department of Labor

JOB BRIEFS

1. Division of Economic Analysis and Research, Maine Department of Labor
2. Maine Occupational Information Coordinating Committee, Maine Department of Labor
3. Dictionary of Occupational Titles
4. Guide to Occupational Exploration

ADDITIONAL RESOURCES

1. The Computerized Career Information Delivery System
    a. Guidance Information System
    b. CHOICES
    c. DISCOVER
    d. Other career software programs
2. The Maine Job Box and Occupational Profiles
3. Occupational Outlook Handbook
4. Guide to Occupational Exploration
5. Dictionary of Occupational Titles

This booklet provides information on forty occupations. In Maine there are more than 650 surveyed occupational titles and many more job opportunities in the workplace. Hopefully, this booklet has given you some approaches toward analyzing other occupations that may be of interest to you. To assist you in this analysis, you should take advantage of publications and computerized resources of career and educational information.

Use the resources in your school guidance office, school and public libraries. Seek out individuals and experiences in your community that will increase your knowledge about the world of work, and validate your life work direction.

Good luck as you explore and prepare for future life work options.

TOP 40 CAREER HITS IN MAINE

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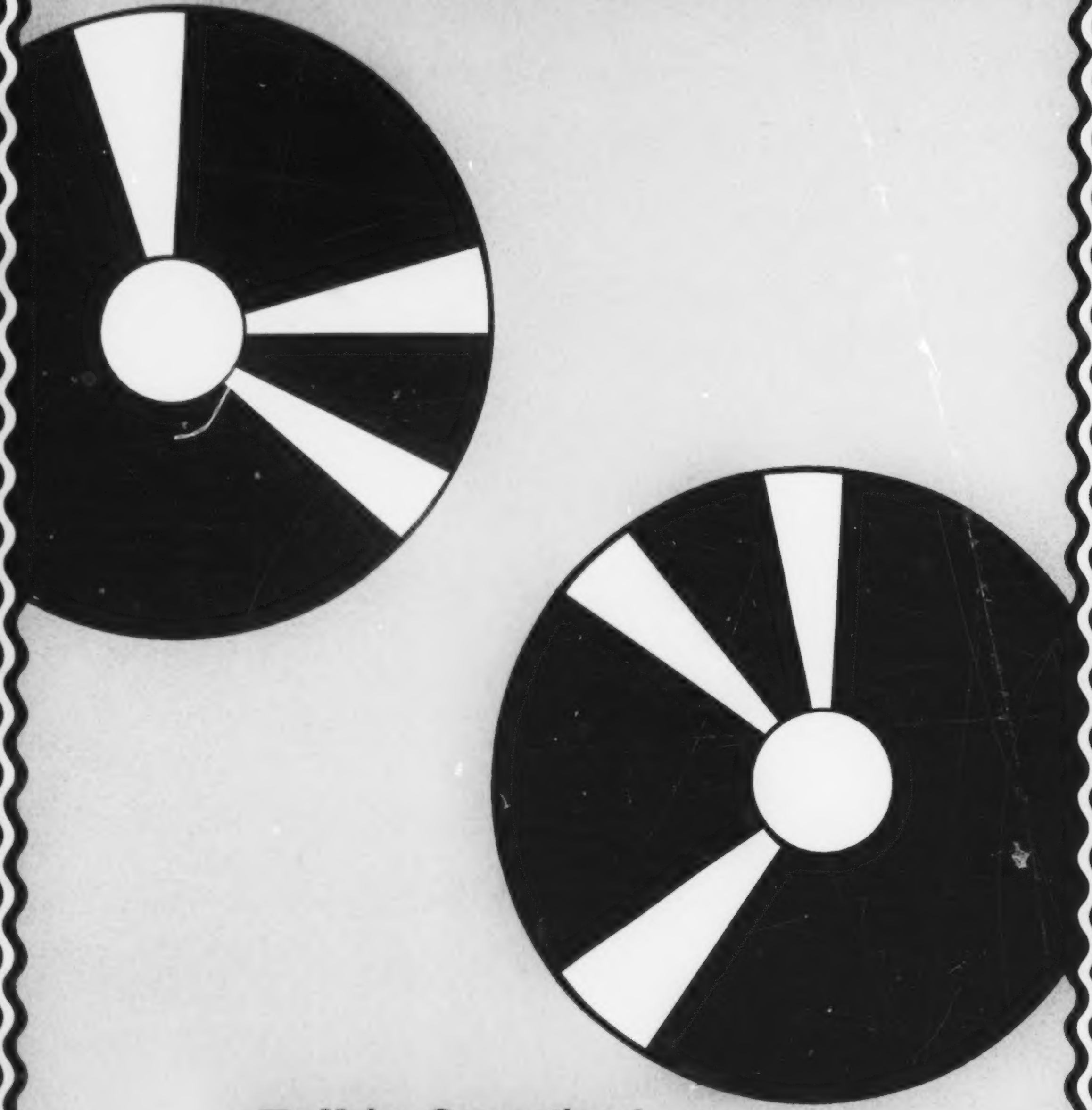

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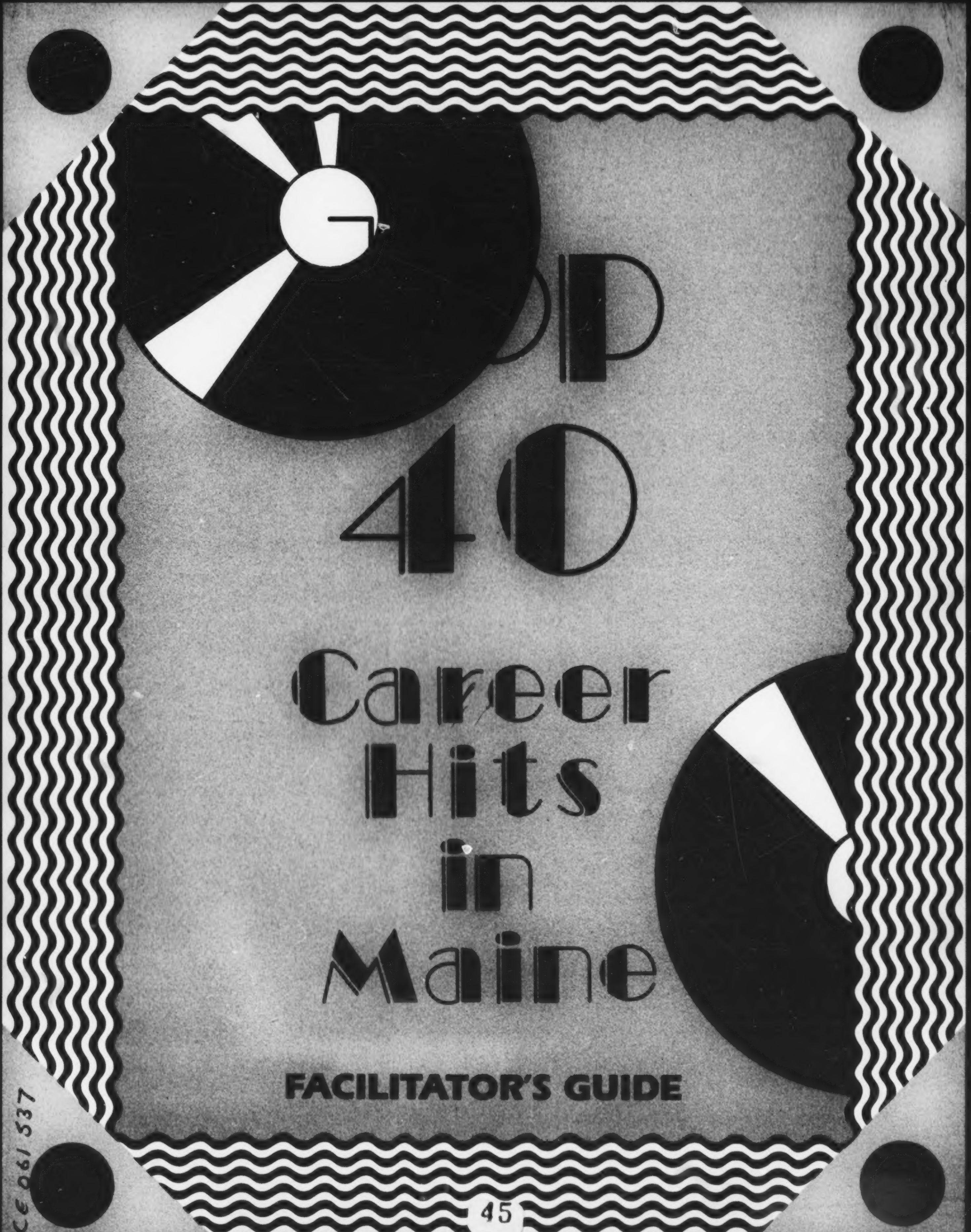

TOP 40

Career Hits in Maine

FACILITATOR'S GUIDE

CE 061 537

Top 40

Career Hits in Maine

Facilitator's Guide

**Maine Occupational Information
Coordinating Committee**

**Prepared by
Stephen D. Thompson
October, 1991**

TOP 40 CAREER HITS IN MAINE

FACILITATOR'S GUIDE

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TOP 40 CAREER HITS IN MAINE
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INTRODUCTION

Product Concept:

The **TOP 40 Career Hits** project was designed to provide counselors and educators with a career information product that could be used as an instructional tool to: (1) inform youth and job seekers about future job options, (2) facilitate personal understanding of how occupational characteristics affect career opportunities and choice, (3) materials that lend themselves to teaching thinking skills, and (4) facilitate the examination of one's potential "right fit" into the future world of work.

Product Design:

The **TOP 40 Career Hits** consists of a poster chart, student booklet, and a facilitator's guide. The poster focuses on the top 40 jobs in Maine based on average annual openings between 1988 and the year 2000. Four charts are presented on the poster. These charts depict the **TOP 40** occupations by (1) average annual openings, (2) education, (3) math skills, and (4) salary ranges. The student book discusses the four charts and provides job briefs on the TOP 40 occupations. The facilitator's guide contains lists of alternative **TOP 40** charts listing occupations by different occupational characteristics and statewide average annual openings in six substate areas. Through classroom activities and group discussions, students will understand the following occupational characteristics:

1. Data
2. People
3. Things
4. General Education Development: Reasoning
5. General Education Development: Math
6. General Education Development: Language
7. Standard Vocational Preparation
8. Education
9. Pay Ranges

** NOTE ** Many times students who use computerized career information systems do not understand the occupational characteristic selectors they choose to narrow occupational options. This project was designed to address this issue. By modeling a process wherein nine occupational characteristics are closely examined, it is hoped that students will transfer this experience towards greater appreciation of and understanding of other occupational characteristics.

Data Sources:

The occupational titles found within the TOP 40 Careers are derived from the Occupational Employment Statistics program which is managed by the Division of Economic Analysis and Research, Maine Department of Labor. Through this program approximately 675 major occupations are surveyed throughout Maine. This survey is sent to a sample of employers in all industries in Maine. The survey collects information about numbers of workers in specific occupations. This data forms the basis for making employment projections from the perspectives of annual openings, yearly employment levels and growth rates due to separations and real growth. The current series covers the period 1988 through the year 2000.

The occupational characteristics (data, people, things, reasoning, math, language and standard vocational preparation) were assigned by averaging the DOT level occupational characteristics for each DOT to the broader OES level of occupational titles.

The job briefs were adapted from Maine's Occupational Profiles which were developed jointly by the Division of Economic Analysis and Research, Maine Department of Labor, and the MOICC.

Technical college and apprenticeship information were gained from interviews with Gary Crocker of the Technical College System and Skip Hardt of the State Apprenticeship Program. Christopher Lyons of the Department of Education reviewed the educational level assignment related to secondary vocational training.

County population and per capita income figures were taken form the Maine Almanac and Book of Lists published by the Maine Times. County information was compiled from 1990 Census data given to Maine Times staff from the Census Bureau.

Substate occupational information was developed by the Division of Economic Analysis and Research under a contract with the MOICC.

MAINE'S TOP 40 CAREER HITS - CLASSROOM ACTIVITIES

1. SPECIAL BULLETIN BOARD

   Develop a special bulletin board with the **TOP 40 CAREER HITS** chart. Assign student groups to complete the following activities.

   Group 1: Take photographs of workers listed in the **TOP 40**.

   Group 2: Develop a collection of tools, machines, or or materials that are representative of the **TOP 40**.

   Group 3: Interview people who work in the **TOP 40** jobs.

   Group 4: Perform a skit that realistically portrays the work setting of a number of the **TOP 40** jobs.

   Group 5: Find related jobs to the **TOP 40** and present a report to the class on your research.

   Group 6: Clip job ads from the newspaper that relate to the **TOP 40** jobs and place them on the bulletin board.

2. COOPERATION, TEAMING, and WORK ENVIRONMENTS

   Conduct a group discussion regarding cooperation, teaming and the work environments of the **TOP 40 Career Hits**. Decide which occupations require teamwork -- which occupations involve working alone. How do the students feel about working on teams? What are their personal preferences? How does the idea of teamwork apply to their school experience?

3. SIX WAYS OF THINKING

Edward De Bono in his book, Six Thinking Hats, describes six ways of thinking to bring focus and more productivity to discussions. By simply changing your "thinking hats" one can look at the issue at hand, but from different perspectives. Design six colored hats -- (1) white, (2) red, (3) black, (4) yellow, (5) green, and (6) blue. Review the list below that associates a thinking mode with each hat. Make sure each student understands each mode of thinking. Pose topics related to career development to small groups. Designate a recorder/reporter for each group. Give no more than 5 to 10 minutes for students to discuss the chosen topic using thinking represented by one of the hats. At the designated time, switch hats. When students have discussed a topic using at least three of the hats, have each group report on the differences in perspective.

Edward De Bono's Six Thinking Hats*

White Hat Thinking:	being more neutral and more objective in your thinking
Red Hat Thinking:	bringing your emotions, how you feel, your intuition to help your solve problems or make decisions
Black Hat Thinking:	examining the negative aspects of the situation
Yellow Hat Thinking:	putting forth all the positive aspects of the situation
Green Hat Thinking:	searching for all the possibilities - bringing creativity to the situation
Blue Hat Thinking:	controlling your overall thinking - directing your course -- which thinking hat(s) should you wear to solve the issue at hand

---

* Adapted from Six Thinking Hats, Edward De Bono. Little, Brown & Co., 1985.

4. SUCCESS TEAMS

Form Success Teams to encourage cooperative problem solving, greater appreciation of individual differences, and development of self worth. Have each group create a team approach to career decision. Have the groups share their approaches. Present the decision making process to the groups. Brainstorm resources available for career exploration. These resources would include printed materials, computer programs, parents, school staff, and community members. Have the students revise their approaches to include the decision making process and use of available resources.

Utilize your success teams to address (1) inappropriate behavior, (2) inadequate performance and (3) clarify personal issues relating to normal growth and development.

* Adapted from Teamworks, Barbara Sher. Warner Books, 1989.

5. PERSONAL DEFINITION OF WORK

The beliefs you hold regarding work may either promote or inhibit career opportunities and choice. This activity is designed to address the following limiting belief.

> "I believe work is something you do for a company or business and they pay you for doing it."

This statement means that you believe work is something that is externally influenced and is only available when offered by a company, business, or institution. Why is this definition limiting? It discounts you, your ability to create your own opportunities, being self-employed, being an entrepreneur. Examine the **TOP 40 Career Hits**. How many of these jobs require you to work for someone else? Would any of these jobs allow you to run your own business? Explore your community. Who is self-employed? Who runs a business? What kind of work do self-employed people do? How do these jobs match up to **TOP 40 CAREER HITS IN MAINE**? Through group discussion, examine your attitudes and beliefs regarding self-employment. For example, are you a risk taker?

6. CAREER DECIDER AS . . . Critical Reader, Critical Writer, Critical Listener

"I don't understand why we have to do this?" Too often we hear this statement from students. Integrating career-related topics and subject matter into your curriculum provides you with rationale and justification for what is taught in school. What is the relationship between public school education and work? What is the relationship between public school education and post-secondary education and training? How does school experience prepare students for successful work, home, family and community involvement? Sometimes it is not the content that provides the education/work rationale, but the process --
how we learn . . . how we think . . . how we play . . . how we care!

This activity links critical thinking skills with career related activities.

Dimensions of Critical Thought*

* Thinking independently
* Refining generalizations and avoiding oversimplifications
* Comparing analogous situations
* Developing one's perspective
* Clarifying issues, conclusions, or beliefs
* Developing criteria for evaluation
* Evaluating the credibility of sources of information
* Comparing and contrasting ideals with actual practice
* Noting significant similarities and differences
* Examining or evaluating assumptions
* Distinguishing relevant from irrelevant facts
* Making plausible inferences, predictions, or interpretations
* Evaluating evidence and alleged facts
* Recognizing contradictions
* Exploring implications and consequences

*** a partial list**

Review each of the dimensions of critical thought, and through classroom discussion, determine which ones best apply to career-related activities. Use critical thinking activities to dispel limiting beliefs such as those associated with gender, handicapping conditions, gay persons, age and race.

Skills of the Critical Thinker*

- Listen carefully to what others say
- Take what they say seriously
- Look for reasons and evidence
- Recognize and reflect upon assumptions
- Discover implications and consequences
- Seek examples, analogies and objections
- Seek to distinguish what one knows from what one merely believes
- Seek to enter empathetically into the perspectives or points of view of others
- Be on the alert for inconsistencies, vagueness, and other possible problems in thought
- Look beneath the surface of things
- Maintain a healthy sense of skepticism
- Be willing to help fulfill the role of devil's advocate

Brainstorm how the skills of the critical thinker apply to the world of work. Compare these skills with the DOT Data, People and Things Charts. What kinds of jobs would use these skills?

*Adapted from Critical Thinking Handbook, Richard Paul. Center For Critical Thinking and Moral Critique, 1987.

7. SCHOOL IS WORK*

Review the 23 work task groups under the broad headings of data, people and things, in the back of the Dictionary of Occupational Titles. Relate each of these tasks and definitions to the tasks students do as they complete classroom assignments and homework. Point out to students that the tasks they are doing in school correspond to work tasks that they will perform in their future work life. Have students rate their skills with data, people, things. Refer to the **TOP 40 DATA, PEOPLE, & THINGS** Charts. List the skills they use in school that correspond to the skills of the **TOP 40** jobs.

* Adapted from the work of Harold Munson

8. TEAMWORK AND MANAGEMENT STYLE FOR THE 90's

In her book, The Partnership Way, Riane Eisler examines two modes of behavior: (1) The Dominator Model and (2) the Partnership Model. Many believe that problems in the workplace are caused by the overuse of the dominator model as the operative behavior of managers and supervisors. Behaviors of this model are said to lead towards worker dissatisfaction, lower motivation and less productivity. An answer to this dilemma is a shift from the dominator model to what Eisler calls the partnership model.

DOMINATOR MODEL	**PARTNERSHIP MODEL**
Cooperation based on fear and aggression	Cooperation based on trust and reciprocity with other groups
Arbitrary freedom for a few	Empathetic freedom for everyone
Those who are different are seen as inferior	Celebration of diversity
Women and men seen as seen as opposites in "war of sexes"	Men and women seen as human beings who are different but not inferior or superior
Masculinity equated with domination and femininity with submission	Masculinity and femininity seen as having both active and passive components
Male images of heroic violence institutionalized and sanctified	Male images of gentle nurturance honored
Violence and sexual conquest idealized at the same time that law and order are touted as central to social control	Violence is seen for what it is and mutual respect, rather than control, is central to concepts of law and order
Femininity portrayed as indirect and manipulative, and devalued	Femininity portrayed as as creative and nurturing, and honored
Inventiveness by a few men supported to maintain the dominator system	Creativity by everyone supported to actualize both women's and men's higher individual/social potentials

Discuss with your class the statements describing dominator versus partnership as a set of beliefs, attitudes and behaviors. Examine these behaviors in relationship to school, extra-curricular activities, family and work. Discuss the descriptions relative to the following topics:

- Working on a scientific research team
- Building a house
- Working as a member of a secretarial pool
- Working in a factory
- Selling a service or product
- Team sports
- Working as a supervisor
- Establishing relationships
- Marriage
- Parenting
- Mentoring
- Motivating others
- Building self esteem

Have students select an occupation from the TOP 40 Career Hits. Students should research this job and be familiar with typical work environments and work tasks. Review each viewpoint (domination vs. partnership). Then have students sit quietly with their eyes closed and let them imagine the typical work day of a person performing their selected job. As the students reflect, softly repeat key statements that will help them focus on identifying the attitudes and beliefs that are exhibited in the workplace regarding the dominator and partnership models. When finished, have the students write a short essay on their reflections.

*Adapted from The Partnership Way, Riane Eisler and David Loye. Harper Publishers, 1990.

9. The **TOP 40 CAREER HITS** and the Guide for Occupational Exploration (National Forum Foundation, 1984.)

Chapter II of the GOE provides activities to use with your class. The TOP 40 Job Briefs have been coded to the GOE interest areas.

10. **TOP 40 CAREER HITS** and The Occupational Outlook Handbook (U.S. Department of Labor, 1990.)

"The Occupational Outlook Handbook describes in detail about 250 occupations--covering about 101 million jobs, or 86 percent of all the jobs in the economy. Occupations that require lengthy education or training are given the most attention. The Handbook is best used as a reference; it is not meant to be read from cover to cover. Instead, start by exploring the table of contents, where related occupations are grouped in clusters, or look in the alphabetical index at the end of the Handbook for specific occupations that interest you or sound familiar. Each occupational description, or statement, in the Handbook follows a standard format, making it easier to compare occupations." *Excerpt OOH, p.1

Use the OOH to obtain national occupational and labor marker information. The **TOP 40** Career Hits occupational titles are identical to those used in the OOH. Compare the annual openings in Maine with national projected employment.

11. The **TOP 40 CAREER HITS**, the Dictionary of Occupational Titles (U.S. Department of Labor, 1977) and the Standard Occupational Classification Manual (U.S. Department of Commerce, 1980.)

    The Dictionary of Occupational Titles describes in detail approximately 12,500 occupations. In order to relate DOT titles to those in the TOP 40, look up the TOP 40 occupational title in the Standard Occupational Classification Manual. The **TOP 40** occupational titles are taken from the Occupational Employment Statistics Program wherein one OES title might represent many DOT titles. For example, the OES occupation, Financial Managers, represents 15 DOT titles.

    Using the Standard Occupational Classification Manual (SOC), develop an expanded **TOP 40** list with all the DOT titles represented for each of the **TOP 40**.

12. THE RELATIONSHIP OF EDUCATION TO WORK

    Explore the path-goal relationship between education and future career options. Create a bulletin board that focuses on viable education and training options. Below each educational/training option, list sample occupational titles and average salary. Form the students into teams to visit representative schools and training sites for a walk-through. Students could videotape their visit or take photographs. Each student group would be responsible to report back to the class.

13. GENDER DIFFERENCES

    Do they affect career choice?

    Plumber -- nurse -- construction supervisor
    Fireman or fire fighter -- policeman or police officer
    Mailman or letter carrier -- watchman or security guard

    Sometimes your perception of occupational choice is affected by the stereotypes given to certain jobs by people with sex role bias. You may hear statements like "only men do that" or "women don't do that well." These statements reflect biases that, if you accept them as truth, will affect your career decision making and even the opportunities that exist in the world of work.

Discuss the **TOP 40** occupations in relationship to female and male workers doing them. Identify which **TOP 40** occupations would be non-traditional for men and which non-traditional for women. Expand the list to include other non-traditional jobs.

By researching workers in your community, find individuals who have chosen non-traditional jobs. From a list of prepared questions, interview these people to find out why they choose a non-traditional career, or invite a number of non-traditional career people to your school to form a panel to discuss issues of career choice.

14. EXPLORING OTHER OCCUPATIONS

The Alphabetical Index of Maine Occupations is designed to help students explore career opportunities not presented in the **TOP 40 Career Hits**. The index contains data that is comparable to the data presented in the **TOP 40** charts. Use this index as a resource. Students can transfer their understanding of occupational characteristics presented in the **TOP 40** to the occupations listed in this index.

15. OUR GLOBAL ECONOMY: ITS IMPACT ON HOW WE WORK!

Jobs that have traditionally existed in Maine are disappearing. Where do the jobs go? Explore with students why major U.S. companies have moved production operations overseas or to other countries. Compare Maine's per capital incomes by county to per capita incomes of other countries by using the following list.

Australia - $12,580, Bangladesh - $170, Costa Rica - $1,530, Dominican Republic - $800, India - $290, Indonesia $880, Mexico - $1,640, Taiwan - $4,325, People's Rep/China $320, United States - $18,691

How would income differences affect corporate decisions?

16. BARRIERS TO CAREER CHOICE

On the board, write the following words: (1) handicapping conditions, (2) limiting beliefs, (3) age, (4) gender, (5) race and 6) job accommodation. With your class define each term. Using small group discussions, examine each barrier and determine its relationship to limiting ones ability to make career choices. How would these barriers relate to the **TOP 40 CAREER HITS?**

17. CAN YOU FIND THE ANSWERS?

Use the **TOP 40** Career Hits Charts to fill in the answers.

Number of ....

Occupations requiring a high school diploma ____
Occupations requiring a technical college degree/diploma ____
Occupations requiring a 4 year college degree ____
Occupations requiring a profession/graduate degree ____
Occupations that are apprenticeable ____
Occupations requiring high math skills ____

Percentage of ....

Occupations requiring a 4 year college degree or more ____
Jobs requiring 1-4 years of vocational/technical training ____
Apprenticeable occupations ____

Number of technical college trained jobs ...

Earning less than $15,000 ____
Earning between $15,001 and $25,000 ____

Number of high school diploma/Sec. Voc. Ed. trained jobs ...

Earning less than $15,000 ____
Earning between $15,001 and $35,000 ____
Earning between $35,001 and $50,000 ____

Number of trade school trained jobs ....

Earning less than $15,000 ____
Earning between $25,001 and $35,000 ____
Earning more than $50,001 ____

ADDITIONAL TOP 40 CHARTS

I. OVERVIEW

- A. Occupational Characteristics
- B. Your Personal Rating Worksheet

II. ADDITIONAL CHARTS

- A. Occupational Characteristics
  - 1. Data-Work Tasks
  - 2. People-Work Tasks
  - 3. Thing-Work Tasks
- B. General Education Development (GED)
  - 1. General Educational Development - Reasoning
  - 2. General Educational Development - Math
  - 3. General Educational Development - Language
- C. Standard Vocational Preparation (SVP)

OVERVIEW

THE TOP 40 CAREER HITS BY OCCUPATIONAL CHARACTERISTICS

The **TOP 40 Career Hits in Maine** was compiled by first sorting in descending order the OES occupational listings by statewide average annual openings to the year 2000. Once the top 40 occupations were identified, the forty occupations were sorted by education, math skill level and average annual salary. These lists were limited to the original list of **TOP 40** occupations by average annual openings. The lists compiled in this section are top 40 occupations based on occupational characteristics. Following are the characteristics used to create additional **TOP 40** listings:

Chart 1: Data-Work Tasks

Chart 2: People-Work Tasks

Chart 3: Thing-Work Tasks

Chart 4: General Educational Development--Reasoning

Chart 5: General Educational Development--Math

Chart 6: General Educational Development--Language

Chart 7: Standard Vocational Preparation

An explanation of each characteristic precedes each chart. Review the explanations. Compare the lists of occupations. How do they differ? Which lists do you find more appealing? How do these lists compare to the **TOP 40** occupationn by average annual openings?

Take a moment and examine how viewing the world of work through occupational characteristics can both limit and expand your career options. For example, if you were only willing to look at the top forty jobs in Maine by average annual openings, you would limit your career search. View occupations from many perspectives. How do occupations match up with your strengths (i.e. math, problem solving, spatial perception, negotiating)?

Use the Rating Sheet on the following page to determine how important each occupational characteristic is to you.

Your Personal Rating Worksheet

Occupational Characteristics of the TOP 40 Charts

DIRECTIONS:

Before you complete this rating sheet, read the descriptions of each characteristic. The descriptions are located in front of the charts on the following pages. Rank order the following items with "1" being most important and "7" being least important. When you have rated the seven items, review the **TOP 40 Career Hit** charts which you rated highest.

Do you find any occupations of interest? How do these occupations compare to Maine's **TOP 40** occupations by average annual openings? Can you find occupations of interest in the characteristics that you rated lower than 1 or 2?

===

RATING WORKSHEET

Ranking (1-7)
1-Highest
7-Lowest **Occupational Characteristics**

===

______________ Working mostly with data and information

______________ Working mostly with people

______________ Working mostly with things

______________ Being challenged through problem solving and critical thinking (reasoning)

______________ Being challenged through performing math operations

______________ Being challenged through writing, reading and speaking (language)

______________ Entering an occupation that requires a great deal of education, training and preparation in order to perform the job (standard vocational preparation)

===

Highest Ranking: ________________________________

Second Ranking: ________________________________

OCCUPATIONAL CHARACTERISTICS

Work Tasks of the DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.)

The nine digit code of the D.O.T. provides a unique identification number for each occupation. The following charts focus on the middle three digits of this number which identify the work tasks performed. Every job requires a worker to function to some degree in relation to data, people and things.

D.O.T. WORK TASKS*

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
	7 Serving	7 Handling
	8 Taking Instructions-Helping	

Note: the higher the skill level, the lower the number.

*Excerpted and adapted from the DICTIONARY OF OCCUPATIONAL TITLES, 1977. For more detailed explanations, see the D.O.T.

TOP 40 CAREER HITS
REQUIRING
HIGH DATA SKILLS

RATING	DATA SKILLS	OCCUPATIONAL TITLE
1	0	Marine Architects
2	0	Biological Scientists
3	0	Agricultural and Food Scientists
4	0	Clergy
5	0	Operations and Systems Analysts
6	0	All Other Physical Scientists
7	0	Audio-Visual Specialists
8	0	Chemical Engineers
9	0	Landscape Architects
10	0	Agricultural Engineers
11	0	Musicians, Instrumental
12	0	Economists, Market Analysts
13	0	Meteorologists
14	0	Interior Designers
15	0	Geologists, Oceanographers
16	0	Medical Scientists
17	0	Aeronautical & Astro. Engineers
18	0	Psychologists
19	0	All Other Engineers
20	0	Nuclear Engineers
21	0	Civil Engineers, Incl. Traffic
22	0	Mechanical Engineers
23	0	Metallurgists and Rel. Engineers
24	0	Marine Engineers
25	0	Writers and Editors
26	0	Foresters, Conservation Scientists
27	0	Public Relations Specialists
28	0	Designers, Exc. Interior Designer
29	0	Artists and Related Workers
30	1	Judges and Magistrates
31	1	Physicians and Surgeons
32	1	Urban and Regional Planners
33	1	Lawyers
34	1	Statisticians
35	1	Dentists
36	1	Adjudicators & Hearing Officers
37	1	Architects, Exc. Land. & Marine
38	1	Broadcast News Analysts
39	1	Pharmacists
40	1	Financial Managers

Note: the higher the skill level, the lower the number.
Compiled by the Maine Occupational Information Coordinating Committee

TOP 40 CAREER HITS
REQUIRING
HIGH PEOPLE SKILLS

RATING	PEOPLE SKILLS	OCCUPATIONAL TITLE
1	0	Clergy
2	0	Judges and Magistrates
3	0	Directors, Religious Activ./Educ.
4	0	Optometrists
5	0	Speech Pathologists,Audiologists
6	0	Podiatrists
7	0	Social Worker, Med.& Psychiatric
8	0	Physicians and Surgeons
9	1	Lawyers
10	1	Dentists
11	1	Public Administration
12	1	Vocational & Educ. Counselors
13	2	Medicine and Health Serv. Mgrs.
14	2	General Managers and Top Exec.
15	2	Dietetic Technicians
16	2	Physical Therapists
17	2	Recreation Therapists
18	2	Nursing Instructors
19	2	Farm & Home Management Advisors
20	2	All Other Religious Workers
21	2	Instructors, Nonvocational Educ.
22	2	Health Specialties Teachers
23	2	Physics Teachers
24	2	Computer Science Teachers
25	2	Teachers, Secondary School
26	2	Teachers, Special Education
27	2	Teachers, Elementary
28	3	Psychologists
29	3	Financial Managers
30	3	Education Administrators
31	3	Dietitians & Nutritionists
32	3	Occupational Therapists
33	3	Social Workers, Ex. Med.
34	3	Recreation Workers
35	3	Ship Pilots
36	3	Ship Engineers
37	3	First Line Superv. Mech & Repair
38	3	Mates: Ship, Boat & Barge
39	3	First Line Superv. Production
40	3	First Line Superv. Const.

Note: the higher the skill level, the lower the number.
Compiled by the Maine Occupational Information Coordinating Committee

TOP 40 CAREER HITS REQUIRING HIGH THINGS SKILLS

RATING	THINGS SKILLS	OCCUPATIONAL TITLE
1	0	Ship Engineers
2	0	Precision Instrument Makers
3	0	Heating Equip. Setter/Oper.
4	0	Screen Printing Mach. Setter
5	0	Cabinetmakers & Bench Carpenters
6	0	Lathe,Turning Mach.Setter
7	0	Textile Machine Setter/Operator
8	0	Machinists
9	0	Wood Machinists
10	1	Optometrists
11	1	Podiatrists
12	1	Dietetic Technicians
13	1	Physical Therapists
14	1	Nursing Instructors
15	1	Musicians, Instrumental
16	1	Interior Designers
17	1	Sales Engineers
18	1	Veterinarians, Vet. Inspectors
19	1	Marine Architects
20	1	Biological Scientists
21	1	Agricultural and Food Scientists
22	1	Audio-Visual Specialists
23	1	Chemical Engineers
24	1	Landscape Architects
25	1	Agricultural Engineers
26	1	Geologist, Oceanographer
27	1	Mechanical Engineers
28	1	Metallurgists and Rel. Engineers
29	1	Designers, Exc. Interior Designer
30	1	Artists and Related Workers
31	1	Pharmacists
32	1	Estimators & Drafters, Utilities
33	1	Med./Clinical Lab. Technologists
34	1	Nuclear Medicine Technologists
35	1	Chemical Technicians, Exc.Health
36	1	Millwrights
37	1	Civil Engineering Technicians
38	1	Gas Appliance Repairers
39	1	Electromedical & Biomed. Repairer
40	1	Custom Tailors and Sewers

Note: the higher the skill level, the lower the number.
Compiled by the Maine Occupational Information Coordinating Committee

GENERAL EDUCATION DEVELOPMENT (GED)
REASONING -- MATH -- LANGUAGE

The basic concept of General Education Development (GED) is that some general education and/or life experience is necessary for the satisfactory performance of any job. This amount varies according to the nature and complexity of the job. The chart below provides a brief description of each GED level by area.

SCALE OF GENERAL EDUCATION DEVELOPMENT (GED)

Level	Reasoning Development	Mathematical Development	Language Development
6	Applies logic or scientific thinking; deals with nonverbal symbols	Requires advanced calculus, modern algebra; applies statistics to problem solving	Reads literature; Writes novels; Persuasive
5	Uses logic; collects data to draw conclusion	Uses algebra, calculus and statistics to perform work	Same as level 6
4	Applies rational systems such as bookkeeping to solve problems	Uses algebra, geometry and shop to perform work	Reads novels; writes letters; participates in debates
3	Uses common sense to carry out assigned tasks. Solves problems in standard situations	Computes discounts; Calculates formulas uses geometry; Calculates volume and weights	Reads novels; writes reports; speaks before audience with poise
2	Uses common sense Deals with simple problems	Performs basic math to do work	Vocabulary of 5-6,000 words Reads adventure stories
1	Uses common sense to carry out tasks of 1 or 2 steps	Performs very basic math	Recognizes the meaning of 2,500 words

MAINE'S TOP 40
REQUIRING
HIGH REASONING LEVEL

RATING	OCCUPATIONAL TITLE	*GEDR
1	Aeronautical & Astro. Engineers	6
2	Nuclear Engineers	6
3	All Other Engineers	6
4	Architects, Exc. Land. & Marine	6
5	Marine Architects	6
6	Geologists, Oceanographers	6
7	All Other Physical Scientists	6
8	Agricultural and Food Scientists	6
9	Biological Scientists	6
10	Medical Scientists	6
11	Operations and Systems Analysts	6
12	Statisticians	6
13	Urban and Regional Planners	6
14	Psychologists	6
15	Clergy	6
16	Judges and Magistrates	6
17	Adjudicators & Hearing Officers	6
18	Lawyers	6
19	Graduate Assistants, Teaching	6
20	Life Science Teachers	6
21	Chemistry Teachers	6
22	Physics Teachers	6
23	All Other Phys. Science Teachers	6
24	Social Science Teachers	6
25	Health Specialties Teachers	6
26	English & Foreign Lang. Teachers	6
27	Art, Drama, and Music Teachers	6
28	Engineering Teachers	6
29	Mathematical Science Teachers	6
30	Computer Science Teachers	6
31	All Other Post-Secondary Teachers	6
32	Audio-Visual Specialists	6
33	Physicians and Surgeons	6
34	Dentists	6
35	Pharmacists	6
36	Broadcast News Analysts	6
37	Financial Managers	5
38	Personnel,Training, Labor Rel.Mgr	5
39	Marketing, Adv., Public Rel. Mgrs	5
40	Administrative Services Manager	5

**General Education Development - Reasoning*
Complied by the Maine Occupational Information Coordinating Committee

MAINE'S TOP 40
REQUIRING
HIGH MATH LEVEL

RATING	OCCUPATIONAL TITLE	*GEDM1
1	Architects, Exc. Land. & Marine	6
2	Marine Architects	6
3	Geologists, Oceanographers	6
4	All Other Physical Scientists	6
5	Agricultural and Food Scientists	6
6	Biological Scientists	6
7	Medical Scientists	6
8	Operations and Systems Analysts	6
9	Statisticians	6
10	Psychologists	6
11	Aeronautical & Astro. Engineers	5
12	Nuclear Engineers	5
13	All Other Engineers	5
14	Urban and Regional Planners	5
15	Life Science Teachers	5
16	Chemistry Teachers	5
17	Physics Teachers	5
18	All Other Phys. Science Teachers	5
19	Social Science Teachers	5
20	Health Specialties Teachers	5
21	English & Foreign Lang. Teachers	5
22	Art, Drama, and Music Teachers	5
23	Engineering Teachers	5
24	Mathematical Science Teachers	5
25	Computer Science Teachers	5
26	All Other Post-Secondary Teacher	5
27	Physicians and Surgeons	5
28	Dentists	5
29	Pharmacists	5
30	Financial Managers	5
31	Eng., Math., Nat. Sci. Managers	5
32	Med. & Health Serv. Managers	5
33	Accountants and Auditors	5
34	Metallurgists and Rel. Engineers	5
35	Chemical Engineers	5
36	Civil Engineers, Incl. Traffic	5
37	Agricultural Engineers	5
38	Electrical & Electronic Engineers	5
39	Industrial Engineers,Exc. Safety	5
40	Safety Engineers, Except Mining	5

**General Education Development - Math*

Compiled by the Maine Occupational Information Coordinating Committee

MAINE'S TOP 40
REQUIRING
HIGH LANGUAGE LEVEL

RATING	OCCUPATIONAL TITLE	*GEDL
1	Architects, Exc. Land. & Marine	6
2	Marine Architects	6
3	Geologists, Oceanographers	6
4	All Other Physical Scientists	6
5	Agricultural and Food Scientists	6
6	Biological Scientists	6
7	Medical Scientists	6
8	Operations and Systems Analysts	6
9	Aeronautical & Astro. Engineers	6
10	Urban and Regional Planners	6
11	Physicians and Surgeons	6
12	Clergy	6
13	Judges and Magistrates	6
14	Lawyers	6
15	Graduate Assistants, Teaching	6
16	Broadcast News Analysts	6
17	Statisticians	5
18	Psychologists	5
19	Nuclear Engineers	5
20	All Other Engineers	5
21	Life Science Teachers	5
22	Chemistry Teachers	5
23	Physics Teachers	5
24	All Other Phys. Science Teachers	5
25	Social Science Teachers	5
26	Health Specialties Teachers	5
27	English & Foreign Lang. Teachers	5
28	Art, Drama, and Music Teachers	5
29	Engineering Teachers	5
30	Mathematical Science Teachers	5
31	Computer Science Teachers	5
32	All Other Post-Secondary Teachers	5
33	Dentists	5
34	Pharmacists	5
35	Financial Managers	5
36	Eng., Math., Nat. Sci. Managers	5
37	Med. & Health Serv. Managers	5
38	Accountants and Auditors	5
39	Metallurgists and Rel. Engineers	5
40	Chemical Engineers	5

**General Education Development - Language*
Compiled by the Maine Occupational Information Coordinating Committee

SPECIFIC VOCATIONAL PREPARATION (SVP)

Specific Vocational Preparation (SVP) is defined as follows:

> The amount of time required to learn the techniques, acquire the information and develop the facility needed for average performance in a specific job-worker situation. This training may be acquired in a school, work, military, institutional or vocational environment. It does not include orientation training required of a fully-qualified worker to become accustomed to the special conditions of any new job.

Specific Vocational Preparation can include:

a. Vocational education (high school, commercial, or technical school, art school and that part of college training which is organized around a specific vocational objective);
b. Apprentice Training (obtained in those jobs offering apprenticeship);
c. In-plant training (given by the employer to the learner or trainee on the job by a qualified worker);
d. On-the-job training (instruction given to the learner or trainee on the job by a qualified worker);
e. Essential experience in other jobs (received in less responsible jobs or other jobs which qualify the individual for a higher grade job).

To express the Specific Vocational Preparation (SVP) required by various jobs, the following scale of time periods has been established:

Level:		
	1	Short demonstration only
	2	Anything beyond short demonstration, up to and including 30 days
	3	Over 30 days, up to and including 3 months
	4	Over 3 months, up to and including 6 months
	5	Over 6 months, up to and including 1 year
	6	Over 1 year up, to and including 2 years
	7	Over 2 years up, to and including 4 years
	8	Over 4 years up, to and including 10 years
	9	Over 10 years

SVP does not represent just the time required to learn a job. It also involves any amount of practice time needed to apply the learning in order to reach a level of average performance.

TOP 40 CAREER HITS
BY
STANDARD VOCATIONAL PREPARATION LEVEL*

RATING	OCCUPATIONAL TITLE	*SVP
1	Marine Architects	9
2	Judges and Magistrates	9
3	Geologist, Oceanographer	8
4	Agricultural and Food Scientists	8
5	Biological Scientists	8
6	Medical Scientists	8
7	Aeronautical & Astro. Engineers	8
8	Urban and Regional Planners	8
9	Physicians and Surgeons	8
10	Clergy	8
11	Lawyers	8
12	Graduate Assistants, Teaching	8
13	Statisticians	8
14	Psychologists	8
15	Nuclear Engineers	8
16	All Other Engineers	8
17	Life Science Teachers	8
18	Chemistry Teachers	8
19	Physics Teachers	8
20	All Other Phys. Science Teachers	8
21	Social Science Teachers	8
22	Health Specialties Teachers	8
23	English & Foreign Lang. Teachers	8
24	Art, Drama, and Music Teachers	8
25	Engineering Teachers	8
26	Mathematical Science Teachers	8
27	Computer Science Teachers	8
29	All Other Post Secondary Teacher	8
30	Dentists	8
31	Financial Managers	8
32	Engineer., Math., Nat. Sci. Mgr.	8
33	Medicine and Health Serv. Mgrs	8
34	Accountants and Auditors	8
35	Metallurgists and Rel. Engineers	8
36	Chemical Engineers	8
37	Civil Engineers, Incl. Traffic	8
38	Agricultural Engineers	8
39	Electrical & Electronic Engineer	8
40	Industrial Engineers, Exc. Safety	8

**Standard Vocational Preparation*

Compiled by the Maine Occupational Information Coordinating Committee

TOP 40 STATEWIDE AND SUBSTATE

AVERAGE ANNUAL OPENING COMPARISON CHARTS

I. SNAPSHOTS OF MAINE AND THE SIX SUBSTATE AREAS

II. SUBSTATE CHARTS

A. Western
B. Southern
C. Coastal
D. Central
E. Northeast
F. Northern

Comparing Statewide Average Annual Openings to Substate Areas

The following charts allow you to compare average annual openings to the year 2000 to comparable data for six geographic areas within Maine.

Compare the lists. How are they similar? How are they different? What does the data suggest regarding your future career plans? In which substate area do you find greater opportunity?

SNAPSHOTS OF MAINE AND THE SIX SUBSTATE AREAS

Maine, the Eastern-most state in the United States, covers an area of 33,265 square miles. With a population of 1,227,928 people, Maine is divided into sixteen counties, 22 cities, 434 towns, 33 plantations and 420 unorganized townships. Major industries include fishing, forestry, agriculture, shipbuilding and tourism.

For the purposes of vocational and training program planning, Maine has been divided into six substate areas. The charts in this section of the **TOP 40 CAREER HITS** reflect average openings data compiled by the six substate areas. Below is a list of the counties that make up each substate area.

Substate Area	Counties	Population (1990)	Per Capita Income
WESTERN	Androscoggin	105,259	$14,511
	Franklin	29,008	$13,010
	Oxford	52,000	$13,138
SOUTHERN	Cumberland	243,135	$18,740
	York	164,587	$15,575
COASTAL	Knox	36,310	$15,147
	Lincoln	30,357	$17,173
	Sagadahoc	33,535	$16,281
	Waldo	33,018	$11,590
CENTRAL	Kennebec	115,904	$14,739
	Somerset	49,767	$11,641
NORTHEASTERN	Hancock	46,948	$16,132
	Penobscot	146,601	$14,039
	Piscataquis	18,653	$11,987
NORTHERN	Aroostook	86,936	$12,206
	Washington	35,308	$12,295

Use the following tables to compare and contrast career opportunities throughout the State of Maine as portrayed by the six substate areas.

TOP 40 CAREER HITS
WESTERN SUBSTATE AREA
AVERAGE ANNUAL OPENINGS
1988 - 2000

RATING	OCCUPATIONAL TITLE	AVERAGE ANNUAL OPENINGS WESTERN	STATEWIDE
1	Salespersons, Retail	228	1442
2	Nursing Aides and Orderlies	142	716
3	General Managers and Top Exec.	135	990
4	Janitors and Cleaners, Exc.Maids	134	948
5	Cashiers	107	605
6	Stock Clerks, Sales Floor	90	532
7	Registered Nurses	75	522
8	Bookkeeping & Accounting Clerks	75	522
9	Maids and Housekeeping Cleaners	74	529
10	Farmers	66	383
11	Carpenters	64	501
12	General Secretaries	62	512
13	General Office Clerks	61	472
14	Gardeners and Groundskeepers	54	371
15	Waiters and Waitresses	53	357
16	Child Care Workers	50	295
17	Food Preparation Workers	48	313
18	Truck Drivers, Heavy	46	376
19	Sales Reps., Exc.Scientif. & Retail	45	330
20	Teachers, Elementary	42	298
21	Hairdressers and Cosmetologists	42	222
22	Food Service & Lodging Managers	41	292
23	Licensed Practical Nurses	40	235
24	Maintenance Repairers, Gen. Util.	38	269
25	First Line Supervisors, Sales	36	258
26	All Other Managers & Administ.	32	307
27	Guards and Watch Guards	32	294
28	Physicians and Surgeons	30	219
29	First Line Supervisors, Clerical	29	229
30	Cooks, Restaurant	29	212
31	Accountants and Auditors	28	251
32	Receptionists, Information Clerks	27	190
33	Teachers, Secondary School	24	172
34	Cooks, Institution or Cafeteria	24	153
35	Instructors, Nonvocational Educ.	24	171
36	All Other Assemblers, Fabricator	24	140
37	Housekeepers, Institutional	23	152
38	Comb. Food Preparation, Service	23	153
39	Cleaners & Servants, Pvt. House.	22	194
40	Truck Drivers, Light	22	175

Western Substate Area: Androscoggin, Franklin, Oxford
From the Division of Economic Analysis & Research
Compiled by the Maine Occupational Information Coordinating Committee

TOP 40 CAREER HITS
SOUTHERN SUBSTATE AREA
AVERAGE ANNUAL OPENINGS
1988 - 2000

RATING	OCCUPATIONAL TITLE	AVERAGE ANNUAL OPENINGS SOUTHERN	STATEWIDE
1	Salespersons, Retail	691	1442
2	General Managers and Top Exec.	418	990
3	Janitors and Cleaners, Exc.Maids	364	948
4	Cashiers	241	605
5	General Secretaries	218	512
6	Bookkeeping & Accounting Clerks	215	522
7	Stock Clerks, Sales Floor	211	532
8	General Office Clerks	206	472
9	Nursing Aides and Orderlies	206	716
10	Maids and Housekeeping Cleaners	205	529
11	Carpenters	185	501
12	Registered Nurses	174	522
13	Waiters and Waitresses	158	357
14	Gardeners and Groundskeepers	152	371
15	Sales Reps., Exc.Scientif. & Retail	147	330
16	Truck Drivers, Heavy	136	376
17	First Line Supervisors, Sales	125	258
18	Guards and Watch Guards	121	294
19	Food Preparation Workers	120	313
20	Food Service & Lodging Managers	120	292
21	All Other Managers & Administ.	108	307
22	Accountants and Auditors	107	251
23	Child Care Workers	102	295
24	First Line Supervisors, Clerical	102	229
25	Maintenance Repairers, Gen. Util.	99	269
26	Teachers, Elementary	97	298
27	All Other Helpers, Laborers, Movers	95	271
28	Cooks, Restaurant	93	212
29	Hairdressers and Cosmetologists	93	222
30	Physicians and Surgeons	84	219
31	Receptionists, Information Clerks	83	190
32	Painters and Paperhangers	83	199
33	Insurance Sales Workers	78	124
34	Farmers	77	383
35	Licensed Practical Nurses	74	235
36	Truck Drivers, Light	73	175
37	Lawyers	73	175
38	Cooks, Specialty Fast Food	69	157
39	Comb. Food Preparation, Service	67	153
40	Financial Managers	63	146

Southern Substate Area: Cumberland, York
From the Division of Economic Analysis & Research
Compiled by the Maine Occupational Information Coordinating Committee

TOP 40 CAREER HITS
COASTAL SUBSTATE AREA
AVERAGE ANNUAL OPENINGS
1988 - 2000

RATING	OCCUPATIONAL TITLE	AVERAGE ANNUAL OPENINGS COASTAL	AVERAGE ANNUAL OPENINGS STATEWIDE
1	Salespersons, Retail	99	1442
2	General Managers and Top Exec.	78	990
3	Janitors and Cleaners, Exc.Maids	72	948
4	Carpenters	65	501
5	Cashiers	55	605
6	Nursing Aides and Orderlies	54	716
7	Maids and Housekeeping Cleaners	51	529
8	Stock Clerks, Sales Floor	48	532
9	Bookkeeping & Accounting Clerks	42	522
10	General Secretaries	39	512
11	Registered Nurses	38	522
12	All Other Managers & Administ.	37	307
13	Farmers	37	383
14	General Office Clerks	33	472
15	Waiters and Waitresses	32	357
16	Painters and Paperhangers	32	199
17	Gardeners and Groundskeepers	31	371
18	Cleaners & Servants, Pvt. House.	31	194
19	Food Preparation Workers	27	313
20	Food Service & Lodging Managers	26	292
21	Maintenance Repairers, Gen. Util.	26	269
22	Teachers, Elementary	26	298
23	Plumbers, Pipefitters, Steamfitters	26	169
24	Truck Drivers, Heavy	25	376
25	Child Care Workers	24	295
26	Guards and Watch Guards	22	294
27	All Other Helpers, Laborers, Movers	22	271
28	Hairdressers and Cosmetologists	20	222
29	Child Care Wkrs., Pvt. Household	20	127
30	Cooks, Restaurant	19	212
31	Electricians	18	105
32	Licensed Practical Nurses	17	235
33	Sales Reps., Exc.Scientif. & Retail	16	330
34	Instructors, Nonvocational Educ.	16	171
35	Teachers, Secondary School	16	172
36	Physicians and Surgeons	15	219
37	Welders and Cutters	15	69
38	Accountants and Auditors	14	251
39	First Line Supervisors, Clerical	14	229
40	Cooks, Specialty Fast Food	14	157

Coastal Substate Area: Knox, Lincoln, Sagadahoc, Waldo
From the Division of Economic Analysis & Research
Compiled by the Maine Occupational Information Coordinating Committee

TOP 40 CAREER HITS
CENTRAL SUBSTATE AREA
AVERAGE ANNUAL OPENINGS
1988 - 2000

RATING	OCCUPATIONAL TITLE	AVERAGE ANNUAL OPENINGS CENTRAL	STATEWIDE
1	Salespersons, Retail	159	1442
2	Janitors and Cleaners, Exc.Maids	137	948
3	General Managers and Top Exec.	132	990
4	Nursing Aides and Orderlies	115	716
5	Registered Nurses	88	522
6	Cashiers	82	605
7	Bookkeeping & Accounting Clerks	70	522
8	General Secretaries	67	512
9	Stock Clerks, Sales Floor	66	532
10	Maids and Housekeeping Cleaners	65	529
11	General Office Clerks	64	472
12	Carpenters	56	501
13	Farmers	55	383
14	All Other Managers & Administ.	49	307
15	Truck Drivers, Heavy	49	376
16	Child Care Workers	47	295
17	Waiters and Waitresses	42	357
18	Teachers, Elementary	42	298
19	Food Preparation Workers	40	313
20	Gardeners and Groundskeepers	39	371
21	All Other Helpers, Laborers, Movers	38	271
22	Food Service & Lodging Managers	37	292
23	Licensed Practical Nurses	37	235
24	Guards and Watch Guards	36	294
25	Sales Reps., Exc.Scientif. & Retail	36	330
26	Highway Maintenance Workers	36	111
27	Maintenance Repairers, Gen. Util.	33	269
28	Physicians and Surgeons	33	219
29	Accountants and Auditors	33	251
30	Typists	32	105
31	First Line Supervisors, Clerical	30	229
32	First Line Supervisors, Sales	29	258
33	Lawyers	28	175
34	Home Health Aides	26	158
35	Hairdressers and Cosmetologists	24	222
36	Cooks, Restaurant	24	212
37	Teachers, Secondary School	24	172
38	Receptionists, Information Clerks	23	190
39	Cooks, Institution or Cafeteria	23	153
40	Cleaners & Servants, Pvt. House.	22	194

Central Substate Area: Kennebec, Somerset
From the Division of Economic Analysis & Research
Compiled by the Maine Occupational Information Coordinating Committee

TOP 40 CAREER HITS
NORTHEAST SUBSTATE AREA
AVERAGE ANNUAL OPENINGS
1988 - 2000

RATING	OCCUPATIONAL TITLE	AVERAGE ANNUAL OPENINGS NORTHEAST	STATEWIDE
1	Salespersons, Retail	220	1442
2	Janitors and Cleaners, Exc.Maids	159	948
3	General Managers and Top Exec.	149	990
4	Nursing Aides and Orderlies	113	716
5	Cashiers	103	605
6	Maids and Housekeeping Cleaners	102	529
7	Registered Nurses	97	522
8	Stock Clerks, Sales Floor	91	532
9	Bookkeeping & Accounting Clerks	85	522
10	Carpenters	83	501
11	General Secretaries	79	512
12	Truck Drivers, Heavy	73	376
13	General Office Clerks	70	472
14	Teachers, Elementary	62	298
15	Waiters and Waitresses	61	357
16	Gardeners and Groundskeepers	58	371
17	Food Preparation Workers	54	313
18	Child Care Workers	53	295
19	Food Service & Lodging Managers	51	292
20	Cleaners & Servants, Pvt. House.	47	194
21	All Other Managers & Administ.	45	307
22	Guards and Watch Guards	45	294
23	Sales Reps., Exc.Scientif. & Retail	42	330
24	All Other Helpers, Laborers, Movers	42	271
25	Farmers	40	383
26	Licensed Practical Nurses	40	235
27	Maintenance Repairers, Gen. Util.	40	269
28	Physicians and Surgeons	40	219
29	Bus Drivers, School	37	143
30	Cooks, Restaurant	36	212
31	Teachers, Secondary School	36	172
32	First Line Supervisors, Sales	34	258
33	Accountants and Auditors	34	251
34	First Line Supervisors, Clerical	33	229
35	Instructors, Nonvocational Educ.	33	171
36	Painters and Paperhangers	33	199
37	Teacher's Aides, Paraprofessional	31	151
38	Child Care Wkrs., Pvt. Household	31	127
39	Truck Drivers, Light	30	175
40	Housekeepers, Institutional	29	152

Northeast Substate Area: Hancock, Penobscot, Piscataquis
From the Division of Economic Analysis & Research

TOP 40 CAREER HITS
NORTHERN SUBSTATE AREA
AVERAGE ANNUAL OPENINGS
1988 - 2000

RATING	OCCUPATIONAL TITLE	AVERAGE ANNUAL OPENINGS	
		NORTHERN	STATEWIDE
1	Salespersons, Retail	220	1442
2	Janitors and Cleaners, Exc.Maids	159	948
3	General Managers and Top Exec.	149	990
4	Nursing Aides and Orderlies	113	716
5	Cashiers	103	605
6	Maids and Housekeeping Cleaners	102	529
7	Registered Nurses	97	522
8	Stock Clerks, Sales Floor	91	532
9	Bookkeeping & Accounting Clerks	85	522
10	Carpenters	83	501
11	General Secretaries	79	512
12	Truck Drivers, Heavy	73	376
13	General Office Clerks	70	472
14	Teachers, Elementary	62	298
15	Waiters and Waitresses	61	357
16	Gardeners and Groundskeepers	58	371
17	Food Preparation Workers	54	313
18	Child Care Workers	53	295
19	Food Service & Lodging Managers	51	292
20	Cleaners & Servants, Pvt. House.	47	194
21	All Other Managers & Administ.	45	307
22	Guards and Watch Guards	45	294
23	Sales Reps., Exc.Scientif. & Retail	42	330
24	All Other Helpers, Laborers, Movers	42	271
25	Farmers	40	383
26	Licensed Practical Nurses	40	235
27	Maintenance Repairers, Gen.Util.	40	269
28	Physicians and Surgeons	40	219
29	Bus Drivers, School	37	143
30	Cooks, Restaurant	36	212
31	Teachers, Secondary School	36	172
32	First Line Supervisors, Sales	34	258
33	Accountants and Auditors	34	251
34	First Line Supervisors, Clerical	33	229
35	Instructors, Nonvocational Educ.	33	171
36	Painters and Paperhangers	33	199
37	Teacher's Aides, Paraprofessional	31	151
38	Child Care Wkrs., Pvt. Household	31	127
39	Truck Drivers, Light	30	175
40	Housekeepers, Institutional	29	152

Northern Substate Area: Aroostook, Washington
From the Division of Economic Analysis & Research
Compiled by the Maine Occupational Information Coordinating Committee

ALPHABETICAL INDEX OF MAINE OCCUPATIONS

LABOR MARKET INFORMATION AND OCCUPATIONAL CHARACTERISTICS OF ALL OES SURVEYED OCCUPATIONS*

*Labor Market Information Developed by the
Division of Economic Analysis & Research,
Maine Department of Labor

The Alphabetical Index of Maine Occupations

Published by
The Maine Occupational Information
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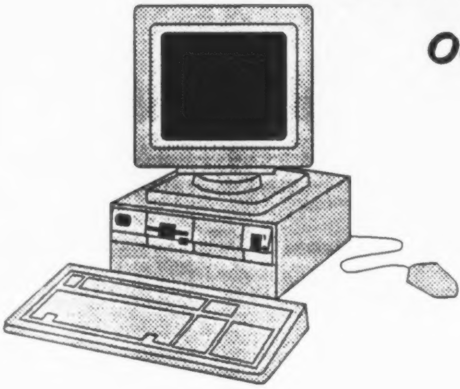
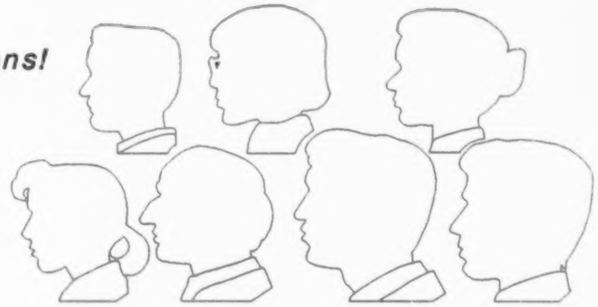
October 1991



Labor Market Information and
Occupational Characteristics of All
OES Surveyed Occupations

Using Technology to help
People Explore Career Options!



Labor Market Information developed by
the Division of Economic Analysis
and Research, Maine Department of Labor

The Alphabetical Index of Maine Occupations
Key to Column Titles

This index is a companion publication for use with Maine's Career Information Delivery System, the Maine Job Box and Maine's TOP 40 Career Hits. The Division of Economic Analysis and Research surveys Maine employers in order to collect data that describes the number of workers in Maine.

KEY:

JBTITLE ▪ OES OCCUPATIONAL TITLE
SWELEV88 ▪ 1988 STATEWIDE EMPLOYMENT LEVEL
SWELEV20 ▪ YEAR 2000 STATEWIDE EMPLOYMENT LEVEL
SWAOPEN ▪ STATEWIDE AVERAGE ANNUAL OPENINGS
DATA1 ▪ SIGNIFICANT DATA WORK TASK
PEOPLE1 ▪ SIGNIFICANT PEOPLE WORK TASK
THINGS1 ▪ SIGNIFICANT THINGS WORK TASK
GEDR1 ▪ GENERAL EDUCATION DEVELOPMENT: REASONING
GEDM1 ▪ GENERAL EDUCATION DEVELOPMENT: MATH
GEDL1 ▪ GENERAL EDUCATION DEVELOPMENT: LANGUAGE
SVP1 ▪ STANDARD VOCATIONAL PREPARATION

Please refer all questions regarding this index to MOICC staff at (207)289-2331.

Labor Market Information and Occupational Characteristics
for Maine based OES Surveyed Occupations
Compiled by the Maine Occupational Information Coordinating Committee
LMI Data from the Division of Economic Analysis and Research, Maine Department of Labor
October 1991

JBTITLE	SWELEV88	SWELEV20	SWAOPEN	DATA1	PEOPLE1	THINGS1	GEDR1	GEDM1	GEDL1	SVP1
ABLE SEAMEN	7	10	0	3	6	4	3	3	3	6
ACCOUNTANTS AND AUDITORS	3741	4710	251	1	6	6	5	5	5	8
ACTUARIES	47	72	2	1	6	7	5	5	5	8
ADJUDICATORS & HEARING OFFICERS	1	1	0	1	4	7	6	4	5	8
ADJUSTMENT CLERKS	709	825	34	3	6	7	4	3	4	5
ADMINISTRATIVE SERVICES MANAGER	1039	1294	64	1	5	7	5	4	4	7
ADVERTISING CLERKS	109	127	8	3	8	7	3	3	3	5
AERONAUTICAL & ASTRO. ENGINEERS	17	26	1	0	6	3	6	5	6	8
AGRICULTURAL AND FOOD SCIENTISTS	156	167	5	0	6	1	6	6	6	8
AGRICULTURAL ENGINEERS	1	1	0	0	6	1	5	5	5	8
AIR HAMMER OPERATORS	48	55	3	6	8	4	2	2	1	2
AIR TRAFFIC CONTROLLERS	114	114	1	1	6	4	4	3	4	8
AIRCRAFT ENGINE SPECIALISTS	25	28	0	2	8	1	3	3	3	7
AIRCRAFT MECHANICS	294	394	12	3	8	2	4	3	3	6
AIRCRAFT PILOTS,FLIGHT ENGINEERS	306	437	15	2	6	3	5	4	5	7
AIRCRAFT STRUCTURE ASSEMBLY	18	24	2	3	8	1	4	3	2	6
ALL OTHER AGRIC.,FOREST,FISH.	265	298	12	3	7	4	3	2	3	5
ALL OTHER ASSEMBLERS, FABRICATOR	3753	4182	140	6	8	5	2	1	1	3
ALL OTHER CLEAN,BUILDING SERVICE	999	1142	92	5	7	6	2	2	2	3
ALL OTHER CLERICAL & ADM.SUPPORT	1474	1591	59	4	7	6	3	2	3	4
ALL OTHER COMMUNICATION OPERATOR	27	26	0	3	6	4	3	2	3	5
ALL OTHER CONSTR. & EXTRACTIVE	369	405	6	5	8	4	3	2	1	4
ALL OTHER CONSTRUCTION WORKERS	420	478	21	5	7	4	3	2	2	4
ALL OTHER ELECTRIC.,ELECTRO.MECH	151	170	7	2	8	1	4	4	4	7
ALL OTHER ENGINEERING TECHNICIAN	1366	1396	33	2	6	2	4	4	4	7
ALL OTHER ENGINEERS	650	663	20	0	7	2	6	5	5	8
ALL OTHER FINANCIAL SPECIALISTS	399	496	23	1	4	7	5	4	5	7
ALL OTHER FIRST LINE SUPERVISORS	757	967	50	.	.	.	.	.	.	.
ALL OTHER FOOD SERVICE WORKERS	612	720	34	5	6	6	3	2	2	3
ALL OTHER HAND MATERIAL MOVERS	3866	4449	124	6	8	7	2	1	1	2
ALL OTHER HAND WORKERS	2348	2719	104	6	8	5	2	1	1	3
ALL OTHER HEALTH PRACTITIONERS	84	92	4	2	5	3	5	4	5	7
ALL OTHER HEALTH PROF.,PARA,TECH	735	871	26	3	6	2	4	3	4	6
ALL OTHER HEALTH SERVICE WORKERS	485	727	72	4	7	5	3	2	3	3
ALL OTHER HELPER, LABORER, MOVER	8886	9376	271	6	8	7	2	1	1	2
ALL OTHER INSPECTORS, TESTERS	123	150	7	.	.	.	.	.	.	.
ALL OTHER LEGAL ASSISTANTS	108	109	3	2	6	7	5	4	5	7
ALL OTHER LIFE SCIENTISTS	52	60	2	.	.	.	.	.	.	.
ALL OTHER MACHINE OPERATORS	3340	3283	83	6	8	5	2	1	2	3
ALL OTHER MACHINE SETTERS/OPER.	1430	1454	40	5	7	1	3	2	2	5
ALL OTHER MACHINERY MECHANICS	1320	1433	51	3	7	1	4	3	3	6
ALL OTHER MANAGEMENT SUPPORT OCC	983	1101	24	1	5	6	5	4	5	7
ALL OTHER MANAGERS & ADMINIST.	5880	6766	307	1	5	7	4	4	4	7
ALL OTHER MATERIAL WORKERS	360	448	34	4	7	6	3	2	2	3
ALL OTHER MATHEMATICAL SCIENTIST	21	23	1	1	7	7	5	5	5	8
ALL OTHER MECHANICS, INSTALLERS	739	908	36	5	8	3	3	2	2	5
ALL OTHER MET.&PLAS.MACH.SET/OPS	494	551	23	.	.	.	.	.	.	.
ALL OTHER MOTOR VEHICLE OPERATOR	235	248	3	6	8	3	2	1	1	3
ALL OTHER OFFICE MACH. OPERATORS	178	206	3	6	8	5	2	2	1	3
ALL OTHER PHYS. SCIENCE TEACHERS	160	176	7	2	2	7	6	5	5	8
ALL OTHER PHYSICAL SCIENTISTS	267	333	12	0	7	4	6	6	6	7

Labor Market Information and Occupational Characteristics
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LMI Data from the Division of Economic Analysis and Research, Maine Department of Labor
October 1991

JBTITLE	SWELEV88	SWELEV20	SWAOPEN	DATA1	PEOPLE1	THINGS1	GEDR1	GEDM1	GEDL1	SVP1
ALL OTHER PLANT AND SYSTEM OCC.	286	316	6	4	7	3	3	2	3	5
ALL OTHER POST SECONDARY TEACHER	761	838	26	2	2	7	6	5	5	8
ALL OTHER PRECISION ASSEMBLERS	7	8	0	3	8	1	3	2	2	6
ALL OTHER PRECISION FOOD,TOBACCO	5	6	0	3	8	1	3	2	3	6
ALL OTHER PRECISION METAL WORKER	18	19	1	3	7	1	3	3	3	7
ALL OTHER PRECISION TEXTILE,APPA	66	67	2	3	7	1	3	2	2	6
ALL OTHER PRECISION WOODWORKERS	26	28	0	3	8	1	4	3	3	7
ALL OTHER PRECISION WORKERS	268	312	10	3	8	1	4	3	3	6
ALL OTHER PRINTING SETTER/OPER.	35	39	5	5	8	2	3	2	2	6
ALL OTHER PRINTING, BINDING, REL	23	29	4	6	8	3	3	1	2	5
ALL OTHER PROF.,PARAPROF.,TECHN.	1795	1951	43	2	6	5	4	3	4	7
ALL OTHER PROTECTIVE SERVICE	583	728	25	3	5	6	3	2	3	5
ALL OTHER RELIGIOUS WORKERS	63	67	10	1	2	6	5	2	4	7
ALL OTHER SALES & RELATED OCC.	1119	1356	135	3	6	7	4	3	3	5
ALL OTHER SCIENCE TECHNICIANS	572	621	13	3	6	3	4	4	4	6
ALL OTHER SERVICE SALES OCC.	60	78	6	3	5	7	4	3	4	4
ALL OTHER SERVICE SUPERVISORS	1569	1951	88	1	3	6	4	3	3	7
ALL OTHER SERVICE WORKERS	200	253	23	5	7	6	3	2	2	3
ALL OTHER SOCIAL SCIENTISTS	118	132	6	1	6	7	5	4	5	7
ALL OTHER TEACHERS, INSTRUCTORS	427	584	39	2	2	6	5	3	5	7
ALL OTHER TECHNICIANS	9	10	0	.	.	.	.	.	.	.
ALL OTHER THERAPISTS	25	29	0	1	2	4	5	4	5	7
ALL OTHER TIMBER CUTTING WORKERS	65	72	3	5	7	6	2	1	1	3
ALL OTHER TRANSP.,MAT.MOVING OPR	448	508	21	5	7	4	2	2	2	4
ALL OTHER TRANSPORTATION WORKERS	246	278	15	6	6	3	3	2	3	4
AMBULANCE DRIVERS & ATTENDANTS	94	116	5	5	8	4	3	2	3	4
AMUSEMENT & RECREATION ATTENDANT	746	975	63	5	6	6	3	2	2	3
ANIMAL CARETAKERS, EXCEPT FARM	548	700	24	5	7	4	3	2	2	4
ANNOUNCERS, RADIO AND TV	554	645	15	1	4	7	5	3	5	6
ARCHITECTS, EXC. LAND. & MARINE	369	441	19	1	6	4	6	6	6	7
ART, DRAMA, AND MUSIC TEACHERS	265	292	9	2	2	7	6	5	5	8
ARTISTS AND RELATED WORKERS	662	822	62	0	6	1	5	3	4	7
ASSESSORS	476	569	31	2	6	7	4	4	4	6
ATHLETE, COACH, UMPIRE & RELATED	188	213	7	3	5	6	4	3	3	6
AUDIO-VISUAL SPECIALISTS	65	72	6	0	6	1	6	4	5	7
AUTOMOTIVE BODY,RELATED REPAIRER	1355	1365	15	4	8	3	3	2	2	6
AUTOMOTIVE MECHANICS	5293	5660	146	3	7	2	3	2	3	6
AUXILIARY EQUIP. OPER., POWER	73	82	4	3	6	2	3	2	3	5
BAGGAGE PORTERS AND BELLHOPS	69	85	2	5	7	7	2	2	2	2
BAILIFFS	63	76	9	6	6	7	2	1	2	3
BAKERS, BREAD AND PASTRY	953	1224	67	3	7	1	4	3	3	7
BAKERS, MANUFACTURING	295	388	21	3	8	1	3	2	2	7
BARBERS	464	517	50	3	7	1	3	2	3	6
BARTENDERS	1902	2305	81	5	7	6	3	2	2	3
BICYCLE REPAIRERS	289	298	9	6	8	1	3	2	3	4
BILL AND ACCOUNT COLLECTORS	431	530	22	3	6	7	3	3	3	4
BILL., POST, CALCULATING MACH.OP	395	442	11	4	8	2	3	3	2	4
BILLING, COST AND RATE CLERKS	1869	1956	60	3	7	4	3	3	3	4
BINDERY MACHINE OPERATORS	135	162	21	6	8	4	2	1	1	4
BINDERY MACHINE SETTER/OPERATOR	64	81	10	5	7	1	3	2	2	6
BIOLOGICAL SCIENTISTS	245	295	7	0	6	1	6	6	6	8

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BIOLOGICAL, AGRIC., FOOD TECHN.	190	218	4	3	7	3	4	3	3	5
BLASTERS AND EXPLOSIVES WORKERS	39	46	3	3	7	2	3	3	2	6
BOILERMAKERS	177	212	8	3	6	1	4	3	3	7
BOOKBINDERS	12	10	0	.	.	.	.	.	.	.
BOOKKEEPING & ACCOUNTING CLERKS	11458	11727	522	3	7	3	4	3	3	4
BRICK MASONS	715	764	14	4	8	3	3	2	2	6
BRIDGE, LOCK, LIGHTHOUSE TENDERS	29	32	3	3	6	2	3	2	2	5
BROADCAST NEWS ANALYSTS	66	81	6	1	6	7	6	2	6	7
BROADCAST TECHNICIANS	104	120	4	2	6	3	5	4	4	7
BROKERAGE CLERKS	80	98	5	3	7	2	4	3	3	5
BROKERS, REAL ESTATE	249	279	21	3	5	7	4	3	4	5
BUDGET ANALYSTS	193	216	9	2	4	7	5	4	5	8
BUS DRIVERS	290	346	22	4	6	3	3	2	2	4
BUS DRIVERS, SCHOOL	2223	2433	143	4	6	3	3	2	2	5
BUS, TRUCK, DIESEL ENG. MECHANIC	1798	2055	65	2	8	1	4	3	3	7
BUTCHERS AND MEAT CUTTERS	954	1113	55	6	8	3	3	2	3	6
CABINETMAKERS & BENCH CARPENTERS	602	681	33	2	8	0	4	4	3	6
CAMERA & PHOTOGRAPHIC REPAIRERS	13	16	2	2	8	1	4	4	4	8
CAMERA OPERATORS, TV & MOVIES	37	41	1	1	7	2	4	3	4	7
CANNERY WORKERS	1352	1438	47	6	8	6	2	2	2	2
CAPTAINS & OFFICERS,FISH. VESSEL	27	34	1	.	.	.	.	.	.	.
CAPTAINS, WATER VESSEL	98	158	9	2	5	4	4	4	3	7
CARPENTERS	12726	13594	501	4	8	2	4	3	3	6
CARPET CUTTERS, DIAGRAMMERS	9	10	0	4	8	3	3	3	2	5
CARPET INSTALLERS	273	317	10	3	8	1	3	2	2	7
CASHIERS	14723	17738	605	4	6	4	3	2	2	3
CEILING TILE INSTALLERS	148	163	6	3	8	1	4	3	2	7
CEMENTING & GLUING MACHINE OPER.	712	694	10	6	8	5	2	1	1	3
CENTRAL OFFICE & PBX INSTAL/RPR.	363	348	8	3	8	1	4	3	3	7
CENTRAL OFFICE OPERATORS	233	237	11	4	6	2	3	1	3	3
CHEMICAL ENGINEERS	205	229	6	0	6	1	5	5	5	8
CHEMICAL EQUIP. CONTROLLER/OPER.	162	146	3	4	8	2	3	2	2	5
CHEMICAL EQUIPMENT TENDER	144	150	4	5	8	5	3	2	2	4
CHEMICAL PLANT AND SYSTEM OPER.	49	39	-1	4	6	1	3	3	3	5
CHEMICAL TECHNICIANS, EXC.HEALTH	198	206	2	2	6	1	5	4	4	6
CHEMISTRY TEACHERS	95	105	4	2	2	7	6	5	5	8
CHEMISTS, EXCEPT BIOCHEMISTS	194	230	8	1	5	3	5	5	5	7
CHILD CARE WKRS., PVT. HOUSEHOLD	1860	2338	127	.	.	.	.	.	.	.
CHILD CARE WORKERS	3484	4656	295	6	7	6	3	2	3	3
CHOKE SETTERS	93	69	0	6	7	6	2	2	2	4
CIVIL ENGINEERING TECHNICIANS	310	354	11	2	6	1	4	4	4	7
CIVIL ENGINEERS, INCL. TRAFFIC	841	975	32	0	6	3	5	5	5	8
CLAIMS EXAMINERS, INSURANCE	56	76	5	2	6	7	5	3	4	7
CLAIMS TAKERS, UNEMPLOY.BENEFITS	83	90	3	3	6	7	3	3	3	5
CLEANERS & SERVANTS, PVT. HOUSE.	2656	3704	194	.	.	.	.	.	.	.
CLEANING, PICKLING EQUIP. OPER.	262	256	6	6	8	5	2	1	1	3
CLERGY	1293	1412	93	0	0	7	6	4	6	8
COATING, PAINTING MACH. OPER.	895	881	20	6	8	4	2	1	2	3
COATING, PAINTING SETTER/OPER.	324	311	7	5	8	2	3	2	2	5
COIL WINDERS, TAPERS, FINISHERS	31	29	1	6	8	4	3	2	3	3

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COIN & VENDING MACHINE SERVICERS	93	113	5	3	7	3	3	3	3	4
COMB. FOOD PREPARATION, SERVICE	4583	5454	153	4	7	2	2	2	2	2
COMBINATION MACH.TOOL OPER., M/P	186	262	8	6	8	4	2	2	2	4
COMBINATION MACH.TOOL SET/OP,M/P	274	312	6	3	8	1	4	4	3	6
COMMUNICATION,TRANSP.,UTIL.MGRS	835	992	47	1	5	7	5	4	4	8
COMPLIANCE & ENFORCE. INSPECTORS	899	926	43	2	6	6	4	3	4	7
COMPUTER OPERATORS, EXC. PERIPH.	916	1198	34	3	6	2	4	2	3	6
COMPUTER PROGRAMMER AIDES	217	257	4	3	6	7	4	3	4	5
COMPUTER PROGRAMMERS	1075	1445	38	1	7	5	5	5	5	7
COMPUTER SCIENCE TEACHERS	63	69	1	2	2	7	6	5	5	8
COMPUTER SYSTEMS ANALYSTS, EDP	827	1383	68	1	5	6	5	5	5	7
CONCRETE AND TERRAZZO FINISHERS	652	725	12	4	7	3	4	2	3	7
CONSTRUCTION MANAGERS	1316	1431	61	1	6	7	4	4	4	8
CONSTRUCTION, BUILDING INSPECTOR	280	319	24	2	6	7	5	4	4	7
CONVEYOR OPERATORS AND TENDERS	334	356	11	6	7	4	2	1	1	3
COOKING MACHINE OPER., FOOD/TOB.	75	80	2	5	8	4	2	2	2	3
COOKS, INSTITUTION OR CAFETERIA	2682	3119	153	3	7	1	3	2	2	6
COOKS, PRIVATE HOUSEHOLD	112	156	36	.	.	.	.	.	.	.
COOKS, RESTAURANT	3257	4039	212	3	7	1	3	2	2	6
COOKS, SHORT ORDER	2157	2587	62	5	7	1	3	2	3	4
COOKS, SPECIALTY FAST FOOD	2561	3083	157	3	7	1	3	2	1	5
COOLING, FREEZING EQUIP. OPER.	34	37	1	5	8	5	2	2	2	3
CORRECT. & MANUAL ARTS THERAPIST	8	9	0	2	5	3	4	2	4	7
CORRECTION OFFICERS AND JAILERS	655	871	53	5	6	7	3	2	2	4
CORRESPONDENCE CLERKS	159	193	9	3	6	5	4	2	4	6
COST ESTIMATORS	670	728	15	3	6	6	4	3	3	6
COUNTER AND RENTAL CLERKS	1251	1686	100	4	6	7	3	2	3	3
COUNTER ATTENDANTS	1081	1272	29	5	7	6	2	2	2	3
COURT CLERKS	58	70	3	3	6	2	4	2	4	6
CRANE AND TOWER OPERATORS	481	512	16	6	7	3	3	1	2	5
CREDIT ANALYSTS	67	77	4	2	6	7	5	4	4	7
CREDIT AUTHORIZERS	46	44	1	3	6	7	3	2	2	3
CREDIT CHECKERS	81	82	3	3	6	6	4	2	4	4
CRIMINAL INVESTIGATORS, FEDERAL	34	32	0	2	6	5	4	4	4	8
CROSSING GUARDS	332	380	63	6	6	7	2	1	2	2
CRUSHING & MIXING MACHINE OPER.	1022	1028	32	5	8	4	2	2	2	3
CURATORS,ARCHIVISTS, MUSEUM TECH	74	89	12	2	5	5	5	4	5	7
CUSTOM TAILORS AND SEWERS	569	701	50	3	6	1	4	3	3	7
CUSTOMER SERVICE REPS, UTILITIES	404	454	14	3	6	7	4	3	3	5
CUTTERS AND TRIMMERS, HAND	340	368	13	6	8	5	2	1	1	3
CUTTING & SLICING MACHINE OPER.	678	682	20	6	8	5	2	1	1	3
CUTTING AND SLICING SETTER/OPER.	322	314	8	5	7	2	3	2	2	4
DAIRY PROCESSING EQUIP. OPERATOR	73	75	2	3	8	2	4	2	3	5
DATA ENTRY KEYERS, COMPOSING	74	100	3	4	8	2	4	2	3	5
DATA ENTRY KEYERS, EX. COMPOSING	1770	1564	-1	5	8	2	4	2	3	4
DATA PROCESSING EQUIP. REPAIRERS	116	191	7	2	7	1	4	4	4	7
DEMONSTRATORS, PROMOTERS, MODELS	73	96	7	4	5	6	3	2	3	4
DENTAL ASSISTANTS	636	1088	72	3	7	1	4	3	4	6

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DENTAL HYGIENISTS	617	1099	47	3	6	1	4	3	4	6
DENTAL LABORATORY TECHNICIANS	173	295	20	3	8	1	4	3	3	7
DENTISTS	600	795	60	1	1	2	6	5	5	8
DESIGNERS, EXC. INTERIOR DESIGN.	810	981	33	0	6	1	5	3	4	7
DETAIL DESIGN DECORATORS & PAINT	84	98	3	4	8	1	3	2	2	6
DIETETIC TECHNICIANS	203	244	8	1	2	1	5	4	5	8
DIETITIANS AND NUTRITIONISTS	260	365	16	1	3	6	5	4	5	8
DINING ROOM & BARTENDER HELPERS	1690	2074	66	6	7	7	2	1	1	2
DIRECTORS,RELIGIOUS ACTIV./EDUC.	200	222	33	1	0	7	5	3	5	8
DIRECTORY ASSISTANCE OPERATORS	.	.	.	6	6	2	3	2	3	3
DISPATCHER:POLICE,FIRE,AMBULANCE	517	625	36	2	6	3	4	3	4	5
DISPATCHERS: EXC. POL.,FIRE,AMB.	549	639	36	2	6	6	3	3	3	5
DRAFTERS	1278	1386	31	2	7	1	5	4	4	7
DRAGLINE OPERATORS	1	1	0	6	8	3	3	2	2	5
DREDGE OPERATORS, DIPPER TENDERS	4	5	0	6	6	3	3	2	2	5
DRILLING,BORING MACH.SET/OP.,M/P	174	193	8	4	8	1	3	3	3	5
DRIVER/SALES WORKERS	1051	1054	19	4	6	4	3	2	2	3
DRYWALL INSTALLERS	550	598	6	5	8	2	3	2	2	5
DUPLICATING MACHINE OPERATORS	60	69	3	6	8	4	3	2	1	3
EARTH DRILLERS, EX. OIL & GAS	103	102	1	6	7	2	3	2	2	5
ECONOMISTS, MARKET ANALYSTS	116	126	4	0	6	7	5	5	5	7
EDUCATION ADMINISTRATORS	2078	2389	82	1	3	7	5	4	5	8
ELECTR. HOME APPL. & POWER TOOL	362	418	14	3	7	2	4	3	3	6
ELECTRIC METER INSTALLERS/REPAIR	73	83	10	3	8	2	4	3	3	6
ELECTRIC MOTOR REPAIRERS	184	215	10	3	8	2	4	3	2	6
ELECTRICAL & ELECTRONIC ENGINEER	1117	1624	78	1	6	5	5	5	5	8
ELECTRICAL & ELECTRONIC TECHNS.	1239	1873	69	2	7	1	4	4	4	7
ELECTRICAL INSTALLERS & REPAIRER	47	56	3	3	8	1	4	3	3	6
ELECTRICAL POWERLINE INSTAL/RPR.	799	890	28	3	6	2	4	3	3	7
ELECTRICAL, ELECTRONIC ASSEMBLER	626	796	29	3	8	1	3	3	2	6
ELECTRICAL, ELECTRONIC ASSEMBLER	2095	1420	-10	5	8	4	3	2	2	4
ELECTRICIANS	4214	4273	105	3	7	1	4	3	3	7
ELECTROCARDIOGRAPH TECHNICIANS	79	90	3	3	6	2	4	3	4	6
ELECTROENCEPHALOGRAPH TECHN.	25	34	2	3	6	2	4	4	4	6
ELECTROLYTIC PLATING OPER., M/P	74	83	3	5	8	4	3	2	2	4
ELECTROLYTIC PLATING SET/OP.,M/P	112	144	5	3	7	1	4	3	3	7
ELECTROMECHANICAL EQ. ASSEMBLER	40	48	2	3	8	1	4	3	3	7
ELECTROMEDICAL & BIOMED. REPAIR.	32	45	6	2	6	1	4	4	4	6
ELECTRONIC SEMICONDUCTOR	445	308	-2	4	7	4	3	2	2	4
ELECTRONICS REPAIRERS,COMM.&IND.	386	388	10	2	7	1	4	3	3	7
ELEVATOR INSTALLERS & REPAIRERS	1	1	0	2	7	1	4	3	3	7
ELEVATOR OPERATORS	3	4	1	6	7	3	2	1	2	2
EMBALMERS	26	35	2	3	7	1	4	4	4	7
EMERGENCY MEDICAL TECHNICIANS	516	714	29	3	7	4	4	3	4	5
EMPLOYMENT INTERVIEWERS	176	228	9	2	6	7	5	3	5	5
ENGINEER., MATH., NAT. SCI. MGR.	808	919	41	1	5	6	5	5	5	8
ENGINEERING TEACHERS	177	195	5	2	2	7	6	5	5	8
ENGLISH & FOREIGN LANG. TEACHERS	484	533	33	2	2	7	6	5	5	8

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ESTIMATORS & DRAFTERS, UTILITIES	6	8	0	2	6	1	5	5	5	7
EXCAVATION LOADING MACHINE OPER.	967	1113	34	6	8	3	3	1	1	4
EXTRUDING & FORMING OPERATOR	597	590	7	6	8	5	2	1	1	3
EXTRUDING MACH. OPERATOR, FIBERS	26	27	1	6	7	5	3	1	2	3
EXTRUDING MACH. SETTER/OPER.,M/P	62	50	0	4	8	2	3	2	2	5
EXTRUDING, FORMING SETTER/OPER.	51	51	1	4	8	2	3	2	2	5
FABRIC PATTERNMAKER,LAYOUT WORKR	72	65	-1	3	8	1	4	3	3	7
FALLERS AND BUCKERS	3321	2916	51	6	8	5	2	1	1	4
FARM & HOME MANAGEMENT ADVISORS	177	169	8	1	2	5	5	3	5	7
FARM EQUIPMENT MECHANICS	96	96	1	3	8	1	4	2	3	6
FARM EQUIPMENT OPERATORS	10	12	0	6	8	4	2	2	2	3
FARM MANAGERS	210	343	22	.	.	.	.	.	.	.
FARM WORKERS	2737	2821	98	.	.	.	.	.	.	.
FARMERS	3606	4135	383	.	.	.	.	.	.	.
FENCE ERECTORS	141	153	6	6	8	4	3	2	2	5
FILE CLERKS	650	736	36	3	8	6	3	2	3	4
FILM EDITORS	14	11	1	2	6	4	5	2	4	8
FINANCIAL ANALYSTS, STATISTICAL	51	62	2	1	6	7	5	5	4	7
FINANCIAL MANAGERS	3203	3731	146	1	3	7	5	5	5	8
FIRE FIGHTERS	1181	1436	27	4	7	5	3	2	2	5
FIRE FIGHTING & PREV.SUPERVISORS	163	195	4	1	5	6	4	3	4	8
FIRE INSPECTORS	45	53	2	3	7	7	4	3	3	6
FIRST LINE SUPERV.: PRODUCTION	3319	3430	133	1	3	3	4	3	3	7
FIRST LINE SUPERV.: TRANSPORT.	527	572	24	1	4	5	4	3	3	7
FIRST LINE SUPERV.:CONST.EXTRAC.	2892	3212	99	1	3	3	4	3	3	7
FIRST LINE SUPERV.:HELP,LABORERS	548	593	8	1	3	5	4	3	3	6
FIRST LINE SUPERV.:MECH.& REPAIR	2574	2764	97	1	3	3	4	3	4	7
FIRST LINE SUPERVISORS, CLERICAL	4780	5681	229	1	3	6	4	3	4	6
FIRST LINE SUPERVISORS, SALES	3917	4740	258	1	5	7	4	4	4	7
FISH AND GAME WARDENS	184	201	23	1	6	7	4	3	4	6
FISHERS, HUNTERS, AND TRAPPERS	1315	1135	26	.	.	.	.	.	.	.
FLIGHT ATTENDANTS	9	13	0	3	6	7	4	3	3	3
FLOOR LAYERS,EX.CARPET,WOOD,TILE	89	98	3	4	8	1	4	2	3	7
FOOD BATCHMAKERS	66	66	2	3	6	1	4	3	3	7
FOOD PREPARATION WORKERS	6057	7485	313	6	8	5	2	1	1	3
FOOD SERVERS, OUTSIDE	560	752	23	5	7	7	3	2	2	2
FOOD SERVICE & LODGING MANAGERS	4255	5581	292	1	5	7	4	4	4	7
FOREST AND CONSERVATION WORKERS	437	499	15	5	8	6	2	1	1	3
FOREST FIRE INSPECT & PREVENTION	29	32	0	2	6	7	4	2	3	5
FORESTER, CONSERVATION SCIENTIST	189	194	4	0	5	3	5	5	5	7
FORGING MACHINE SETTER/OPER.,M/P	27	25	0	4	7	2	3	2	2	5
FOUNDRY MOLD AND CORE MAKERS	38	28	1	3	7	1	4	3	3	6
FOUNDRY MOLD ASSEMBLY/SHAKEOUT	6	5	0	6	8	5	2	1	1	2
FRAME WIRERS, CENTRAL OFFICE	3	3	0	6	8	4	3	3	3	4
FUNERAL ATTENDANTS	81	114	11	6	7	7	2	1	2	3
FUNERAL DIRECTORS AND MORTICIANS	131	186	25	1	6	7	4	4	4	7
FURNACE OPERATORS AND TENDERS	14	12	0	5	7	3	3	2	2	4
FURNACE, KILN, OVEN,KETTLE OPER.	424	436	23	5	8	4	2	2	2	3

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FURNITURE FINISHERS	90	103	2	3	8	1	4	3	3	7
GARDENERS AND GROUNDSKEEPERS	3712	4723	371	5	8	4	3	2	3	4
GAS APPLIANCE REPAIRERS	77	93	3	2	6	1	4	3	3	7
GAUGERS	3	4	0	3	8	4	3	3	3	6
GENERAL MANAGERS AND TOP EXEC.	17128	20639	990	1	2	7	5	4	5	8
GENERAL OFFICE CLERKS	9376	10854	472	3	6	4	3	3	3	4
GENERAL SECRETARIES	11963	14095	512	.	.	.	.	.	.	.
GEOLOGIST, GEOPHYSICIST, OCEANOG	112	140	3	0	6	1	6	6	6	8
GLAZIER, MANUFACTURING	29	32	1	5	8	4	3	1	2	5
GLAZIERS	213	283	12	3	7	1	3	2	2	7
GRADER, DOZER, SCRAPER OPERATORS	677	723	34	6	7	3	3	1	1	5
GRADERS & SORTERS, AGRIC.PRODUCT	94	110	7	5	8	6	3	2	2	4
GRADUATE ASSISTANTS, TEACHING	305	336	11	2	2	7	6	4	6	8
GRINDING AND POLISHING, HAND	381	388	3	6	8	4	2	1	2	3
GRINDING,BUFFING MACH.SET/OP.M/P	405	454	17	4	8	2	3	3	3	5
GUARDS AND WATCH GUARDS	2376	3071	294	6	6	7	3	1	2	3
GUIDES	77	97	10	3	6	5	3	2	3	4
HAIRDRESSERS AND COSMETOLOGISTS	2874	3635	222	2	7	1	4	3	3	6
HAND PACKERS AND PACKAGERS	3048	3328	133	6	8	7	2	1	1	2
HARD TILE SETTERS	81	86	1	4	8	2	3	2	3	5
HEAD SAWYERS	253	239	5	6	7	2	3	2	1	7
HEALTH SPECIALTIES TEACHERS	85	94	4	2	2	7	6	5	5	8
HEAT TREATING,TEMPERING MACH.OP.	196	190	1	5	8	3	3	2	2	4
HEATING EQUIP. SETTER/OPER. M/P	108	147	5	3	7	0	4	3	3	7
HEATING, A/C, REFRIG. MECHANICS	1410	1664	84	2	7	1	4	3	3	7
HELPERS, ALL OTHER CONSTRUCTION	578	597	7	6	7	6	2	1	1	3
HELPERS, CARPENTERS	2005	2120	30	6	6	4	3	2	1	4
HELPERS, ELECTRICIANS	504	499	5	6	8	4	3	2	2	3
HELPERS, EXTRACTIVE WORKERS	149	155	2	6	7	5	2	1	1	4
HELPERS, MASONS & TILE SETTERS	446	481	8	6	7	6	2	2	2	3
HELPERS, PAINTERS, PLASTERERS	115	125	2	6	8	7	2	1	1	2
HELPERS, PLUMBERS, PIPEFITTERS	318	352	6	6	8	4	3	1	2	4
HELPERS, ROOFERS	184	208	4	6	8	7	2	1	1	2
HIGHWAY MAINTENANCE WORKERS	2108	2448	111	6	8	4	3	2	3	5
HOIST AND WINCH OPERATORS	48	53	3	6	7	3	3	1	2	4
HOME ENTERTAINMENT EQ. REPAIRERS	275	325	12	2	8	1	4	3	3	6
HOME HEALTH AIDES	1272	1893	158	3	5	6	3	2	3	4
HOSTS & HOSTESSES: REST., LOUNGE	853	1032	50	1	3	7	4	3	4	6
HOTEL DESK CLERKS	916	1109	44	3	6	2	3	3	3	4
HOUSEKEEPERS AND BUTLERS	194	270	52	.	.	.	.	.	.	.
HOUSEKEEPERS, INSTITUTIONAL	588	774	152	1	3	7	3	2	3	6
INDUSTRIAL ENGINEERING TECHN.	91	93	2	2	6	7	5	5	4	7
INDUSTRIAL ENGINEERS,EXC. SAFETY	379	510	21	1	6	7	5	5	5	8
INDUSTRIAL PRODUCTION MANAGERS	977	1036	42	1	5	6	5	4	4	8
INDUSTRIAL TRUCK & TRACTOR OPER.	1960	1466	-11	6	8	3	2	1	1	3
INSTRUCTIONAL COORDINATORS	264	302	18	1	4	7	5	4	5	8
INSTRUCTORS AND COACHES, SPORTS	1309	1577	96	2	2	6	4	3	4	7
INSTRUCTORS, NONVOCATIONAL EDUC.	2276	2765	171	1	2	5	4	3	4	7
INSULATION WORKERS	646	671	22	4	7	3	3	2	2	6
INSURANCE ADJUSTERS,INVESTIGATOR	528	702	24	2	4	7	4	3	4	6
INSURANCE APPRAISERS, AUTO DAMAG	4	5	0	2	6	7	4	2	4	7

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JBTITLE	SWELEV88	SWELEV20	SWAOPEN	DATA1	PEOPLE1	THINGS1	GEDR1	GEDM1	GEDL1	SVP1
INSURANCE CLAIMS CLERKS	464	497	10	3	6	5	4	3	3	4
INSURANCE EXAMINING CLERKS	11	13	0	3	6	5	4	3	4	5
INSURANCE POLICY PROCESS. CLERKS	950	937	29	4	7	3	3	2	3	5
INSURANCE SALES WORKERS	1658	2146	124	2	6	7	4	3	4	6
INTERIOR DESIGNERS	359	458	17	0	5	1	5	3	4	7
INTERVIEWING CLERKS,EX.PERSONNEL	497	636	34	3	6	5	3	2	3	3
INVESTIGATORS, CLERICAL	13	14	0	3	5	6	4	3	4	4
JANITORS AND CLEANERS, EXC.MAIDS	9529	11352	948	6	8	6	2	1	1	2
JANITORS, CLEANERS, MAIDS	69	86	4	.	.	.	.	.	.	.
JEWELERS AND SILVERSMITHS	142	152	3	3	8	1	4	2	3	7
JOB PRINTERS	85	109	10	3	8	1	4	2	3	8
JUDGES AND MAGISTRATES	69	76	11	1	0	7	6	4	6	9
LANDSCAPE ARCHITECTS	141	181	8	0	6	1	5	5	5	8
LATHE,TURNING MACH.SETTER/OP,M/P	527	556	14	6	7	5	2	1	1	3
LATHERS	21	22	0	3	6	1	3	2	2	6
LAUNDRY, DRYCLEANING MACH. OPER.	1008	1333	71	6	8	4	2	1	2	3
LAW CLERKS	62	74	5	2	6	7	5	2	5	7
LAWYERS	2395	2840	175	1	1	7	6	4	6	8
LECTURERS	372	495	21	.	.	.	.	.	.	.
LEGAL SECRETARIES	1732	2215	91	3	6	2	4	2	4	6
LETTERPRESS SETTER/OPERATOR	83	78	3	3	6	2	4	3	3	7
LIBRARIANS, PROFESSIONAL	770	864	67	1	5	7	5	3	5	7
LIBRARY ASSISTANTS & BOOKMOBILE	690	779	35	4	7	6	3	2	3	3
LICENSE CLERKS	164	189	8	3	6	7	3	2	3	4
LICENSED PRACTICAL NURSES	3301	4580	235	3	7	4	4	3	4	6
LIFE SCIENCE TEACHERS	395	435	20	2	2	7	6	5	5	8
LOAN AND CREDIT CLERKS	795	916	38	3	7	5	4	3	4	5
LOAN INTERVIEWERS	48	56	3	3	6	7	4	3	3	6
LOAN OFFICERS AND COUNSELORS	629	771	36	2	6	7	5	4	4	7
LOCKSMITHS AND SAFE REPAIRERS	40	46	5	2	8	1	4	3	3	6
LOCOMOTIVE ENGINEERS	35	36	1	3	6	3	4	2	3	7
LOCOMOTIVE FIRERS	20	20	1	3	6	3	4	2	3	6
LOG GRADERS AND SCALERS	300	275	6	4	7	7	3	3	2	5
LOG HANDLING EQUIPMENT OPERATORS	537	504	11	.	.	.	.	.	.	.
LOGGING TRACTOR OPERATORS	1854	1524	2	6	8	3	3	1	1	4
LOW PRESSURE BOILER OPERATOR	350	356	16	6	8	5	2	2	2	4
MACHINE ASSEMBLERS	56	72	3	6	8	4	3	2	2	4
MACHINE BUILDERS	100	119	5	3	7	1	4	3	3	6
MACHINE FEEDERS AND OFFBEARERS	2055	2113	78	6	8	6	1	1	1	2
MACHINE FORMING OPERATORS, M/P	174	181	4	5	8	4	2	2	2	4
MACHINE TOOL CUTTING OPER., M/P	405	413	12	6	8	4	2	1	2	3
MACHINERY MAINTENANCE WORKERS	382	370	6	6	8	5	2	1	2	3
MACHINERY MECHANICS: PLANT	182	203	8	2	7	1	4	3	3	7
MACHINERY MECHANICS: SEWING MACH	144	140	4	2	8	1	3	3	3	7
MACHINERY MECHANICS:MARINE EQUIP	541	517	14	2	8	1	4	3	3	7
MACHINERY MECHANICS:TEXTILE MACH	295	287	8	4	8	3	3	2	3	5
MACHINISTS	2256	2373	85	2	8	0	4	4	3	7
MAIDS AND HOUSEKEEPING CLEANERS	5298	6925	529	6	8	7	2	1	2	2
MAIL CLERKS, EXC. MAIL MACHINE	602	626	18	5	7	7	3	2	2	3
MAIL MACHINE OPERATORS	94	108	4	6	8	4	3	1	2	3

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MAIN LINE STATION ENGINEERS	3	4	0	3	6	2	3	2	3	7
MAINTENANCE REPAIRERS, GEN.UTIL.	5807	6954	269	3	8	1	4	3	4	7
MANAGEMENT ANALYSTS	725	989	80	1	5	7	5	4	4	7
MANICURISTS	19	26	2	6	7	4	2	1	2	3
MARINE ARCHITECTS	149	152	1	0	6	1	6	6	6	9
MARINE ENGINEERS	46	51	0	0	6	3	5	5	5	8
MARKETING, ADV., PUBLIC REL.MGRS	1356	1748	68	1	4	7	5	4	4	8
MARKING CLERKS	171	190	14	5	7	7	3	2	2	3
MATES: SHIP, BOAT, AND BARGE	10	18	1	1	3	4	4	4	3	7
MATHEMATICAL SCIENCE TEACHERS	198	218	3	2	2	7	6	5	5	8
MEAT, POULTRY, FISH CUTTERS	457	432	12	6	8	4	2	1	1	2
MECHANIC AND REPAIRER HELPERS	835	861	21	6	8	5	2	2	2	4
MECHANICAL CONTROL INSTAL.& REPR	46	50	1	3	7	2	3	3	3	6
MECHANICAL ENGINEERING TECHN.	123	139	5	1	6	3	5	5	4	7
MECHANICAL ENGINEERS	858	1092	55	0	6	1	5	5	5	8
MED./CLINICAL LAB. TECHNICIANS	495	636	16	3	8	2	4	4	4	5
MED./CLINICAL LAB. TECHNOLOGISTS	688	891	22	2	6	1	5	4	5	7
MEDICAL APPLIANCE MAKERS	4	6	0	3	8	1	4	3	3	6
MEDICAL ASSISTANTS	567	964	53	3	6	5	4	3	4	6
MEDICAL RECORDS TECHN.& TECHNOL.	251	407	15	3	6	7	5	4	5	6
MEDICAL SCIENTISTS	76	111	7	0	5	2	6	6	6	8
MEDICAL SECRETARIES	988	1567	81	3	6	2	4	3	4	7
MEDICINE AND HEALTH SERV. MGRS	865	1222	68	1	2	6	5	5	5	8
MENDERS, GARMENTS AND LINENS	210	197	5	6	8	3	3	1	1	4
MERCHANDISE DISPLAYERS	112	129	4	1	8	1	4	3	3	6
MESSENGERS	262	327	36	5	6	6	2	2	2	2
METAL MOLDING, CASTING OPERATOR	2	2	0	5	8	3	2	2	2	4
METAL MOLDING,CASTING SETTER/OP.	14	17	0	4	8	1	3	2	2	5
METALLURGISTS AND REL. ENGINEERS	78	113	11	0	6	1	5	5	5	8
METEOROLOGISTS	19	18	0	0	6	2	5	5	5	7
METER READERS, UTILITIES	112	106	3	5	6	7	3	2	2	4
MILLING,PLANING MACH.SET/OP.,M/P	170	231	9	3	8	2	3	3	3	6
MILLWRIGHTS	1432	1529	39	2	6	1	4	4	4	7
MINING AND RELATED MANAGERS	1	1	0	1	5	7	5	4	4	8
MOBILE HEAVY EQUIPMENT MECHANICS	894	1037	34	2	7	1	4	3	3	7
MOBILE HOME INSTALLER & REPAIRER	77	91	3	3	7	3	4	3	3	5
MOLDERS & SHAPERS, EXC. JEWELRY	107	118	7	3	8	1	4	2	3	7
MOLDERS AND CASTERS, HAND	146	156	6	6	8	5	2	1	2	4
MOTION PICTURE PROJECTIONISTS	54	56	0	3	7	2	4	3	3	5
MOTORBOAT OPERATORS	1	1	0	6	7	3	3	2	3	5
MOTORCYCLE REPAIRERS	119	140	4	4	8	3	3	3	3	6
MUNICIPAL CLERKS	312	380	17	3	6	7	4	4	3	5
MUSIC DIRECTORS, SINGERS, & REL.	187	218	14	1	5	7	5	4	5	8
MUSICAL INSTRUMENT REPAIR & TUNE	63	77	9	3	8	2	3	2	2	6
MUSICIANS, INSTRUMENTAL	281	492	38	0	4	1	5	3	3	8
NEW ACCOUNTS CLERKS	375	426	20	3	6	2	4	4	4	5
NUCLEAR ENGINEERS	287	270	0	0	6	3	6	5	5	8

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NUCLEAR MEDICINE TECHNOLOGISTS	64	78	2	2	6	1	5	4	5	7
NUMERICAL CONTROL MACH.TOOL, M/P	293	356	16	3	7	1	3	3	3	6
NURSERY WORKERS	178	235	20	6	8	6	2	1	2	2
NURSING AIDES AND ORDERLIES	8377	13154	716	6	7	5	3	2	3	4
NURSING INSTRUCTORS	197	236	10	1	2	1	5	4	5	7
OCCUPATIONAL THERAPISTS	123	181	7	1	3	3	5	4	5	7
OCCUPATIONAL THERAPY ASSISTANTS	22	30	2	3	6	5	4	3	4	6
OFFICE MACHINE,REGISTER SERVICER	613	735	35	2	8	1	4	3	3	6
OFFSET LITHOGRAPHIC PRESS SETTER	242	343	17	4	8	1	4	2	3	7
OPERATING ENGINEERS	481	579	15	6	8	3	4	2	2	6
OPERATIONS AND SYSTEMS ANALYSTS	132	187	8	0	6	7	6	6	6	7
OPTICIANS, DISPENSING & MEASUR.	29	46	3	4	7	4	4	3	4	6
OPTOMETRISTS	193	212	12	1	0	1	5	5	5	7
ORDER CLERKS: MATERIALS, SERVICE	1185	1235	32	3	6	6	3	3	3	4
ORDER FILLERS, SALES	1328	1388	40	4	8	7	3	2	2	3
ORDINARY SEAMEN & MARINE OILERS	22	38	2	6	8	6	3	2	2	4
PACKAGING & FILLING MACHINE OPER	1413	1490	50	6	8	5	2	1	1	2
PAINTERS AND PAPERHANGERS	3307	3689	199	5	7	3	3	3	3	5
PAINTERS, TRANSPORTATION EQUIP.	346	339	7	3	8	1	3	2	2	6
PAINTING AND COATING, HAND	319	367	13	6	8	5	2	1	1	3
PAPER GOODS MACHINE SETTER/OPER.	250	233	4	5	8	1	3	2	2	4
PARALEGAL PERSONNEL	530	856	44	2	6	7	5	2	5	7
PARKING ENFORCEMENT OFFICERS	36	43	6	5	8	7	2	1	2	2
PARKING LOT ATTENDANTS	28	29	5	5	7	4	2	1	2	2
PATTERN AND MODEL MAKERS, METAL	81	79	6	3	8	1	4	3	3	7
PATTERN AND MODEL MAKERS, WOOD	88	83	6	2	8	1	4	4	3	7
PATTERNMAKERS, MODEL MAKERS	12	13	0	3	8	1	4	3	3	7
PAVING, SURFACING, TAMPING	342	400	14	6	7	3	3	1	1	4
PAYROLL AND TIMEKEEPING CLERKS	846	747	16	3	7	3	4	3	3	4
PERIPHERAL EDP EQUIP. OPERATORS	76	107	9	5	8	3	3	2	2	4
PERSONNEL CLERKS, EXCEPT PAYROLL	442	482	11	3	6	5	4	2	3	4
PERSONNEL,TRAIN.,LABOR REL. SPEC	1164	1373	46	1	5	7	5	4	4	7
PERSONNEL,TRAINING,LABOR REL.MGR	654	796	29	1	4	7	5	4	5	7
PEST CONTROLLERS AND ASSISTANTS	87	95	4	5	7	5	3	2	2	4
PHARMACISTS	890	1104	55	1	6	1	6	5	5	7
PHARMACY ASSISTANTS	547	681	27	3	7	5	3	3	3	4
PHOTOENGRAVING & LITH. PHOTOGRA.	99	120	3	.	.	.	.	.	.	.
PHOTOENGRAVING & LITHOG. OPER.	28	36	1	6	8	4	3	1	1	4
PHOTOGRAPHERS	493	642	25	1	6	3	4	2	3	6
PHOTOGRAPHIC PROCESS WORKERS	104	127	5	3	8	1	3	2	3	6
PHOTOGRAPHIC PROCESSING MACH.OP.	158	183	6	5	8	4	3	2	2	4
PHYSICAL THERAPISTS	431	716	32	1	2	1	5	4	5	7
PHYSICAL, CORRECT.THERAPY ASSIST	139	211	10	2	2	4	4	3	4	6
PHYSICIAN ASSISTANTS	273	392	17	3	6	4	5	4	5	7
PHYSICIANS AND SURGEONS	2055	2736	219	1	0	2	6	5	6	8
PHYSICS TEACHERS	84	92	2	2	2	7	6	5	5	8

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PIPELAYERS	186	213	9	6	6	4	3	3	3	4
PLASTERERS AND STUCCO MASONS	57	58	3	3	7	1	4	2	3	7
PLASTIC MOLDING, CASTING SET/OP.	88	95	3	4	8	1	3	3	2	6
PLUMBER, PIPEFITTER, STEAMFITTER	4325	4604	169	3	7	1	4	3	3	7
PODIATRISTS	72	74	1	1	0	1	5	4	5	7
POLICE AND DETECTIVE SUPERVISORS	403	497	10	1	5	6	4	3	3	7
POLICE DETECTIVES	108	129	4	2	6	7	4	3	3	7
POLICE PATROL OFFICERS	2010	2479	71	2	6	5	4	2	3	6
PORTABLE MACHINE CUTTERS	44	44	1	6	8	4	3	2	2	5
POSTAL MAIL CARRIERS	1348	1473	85	3	6	5	3	3	3	3
POSTAL SERVICE CLERKS	530	562	29	4	7	7	3	2	3	4
POSTMASTERS, MAIL SUPERINTENDENT	533	581	44	1	6	7	5	4	4	8
POWER DISTRIBUTORS & DISPATCHERS	177	169	6	3	6	3	4	3	3	7
POWER GENERATING PLANT OPERATOR	71	82	4	3	7	3	4	3	3	7
POWER REACTOR OPERATORS	21	24	1	3	6	2	4	3	3	7
POWERHOUSE & RELAY ELECTRICIANS	152	170	6	2	7	1	4	4	3	7
PRECISION COMPOSITOR, TYPESETTER	93	74	4	3	8	1	4	2	3	8
PRECISION DYERS	31	32	1	3	7	1	4	2	3	7
PRECISION ETCHERS AND ENGRAVERS	3	4	0	3	8	1	4	2	2	7
PRECISION HAND WORKERS, JEWELRY	7	7	0	3	8	1	4	2	2	7
PRECISION INSPEC.,TESTERS,&GRADE	799	925	31	2	7	1	4	3	3	6
PRECISION INSTRUMENT MAKERS	4	7	0	2	7	0	4	4	3	7
PRECISION INSTRUMENT REPAIRERS	299	308	37	2	8	1	4	3	3	7
PRECISION LAYOUT WORKERS, METAL	38	36	1	3	8	1	4	3	3	7
PRECISION LITHOGRAPHERS & PHOTO.	177	227	5	3	8	2	4	2	3	7
PRESS, BRAKE MACH.SETTER/OP.,M/P	86	95	2	3	7	1	3	2	3	5
PRESSERS, DELICATE FABRICS	58	78	5	6	8	1	3	1	2	4
PRESSERS,HAND	66	66	2	6	8	4	2	1	1	2
PRESSING MACH.OPERATOR, TEXTILES	338	379	14	6	8	4	2	1	1	3
PRINTING PRESS MACHINE OPERATOR	295	354	15	6	8	4	2	1	1	4
PRINTING PRESS MACHINE SETTER/OP	9	10	0	.	.	.	.	.	.	.
PRIVATE DETECTIVE & INVESTIGATOR	117	134	12	2	6	7	4	3	3	5
PROCUREMENT CLERKS	199	184	4	4	6	7	4	3	3	4
PROD.,DIRECT.,ACTORS,ENTERTAINER	76	89	1	2	4	6	4	3	4	6
PRODUCTION INSPECTORS, GRADERS	2626	2815	110	5	8	6	3	2	2	4
PRODUCTION, EXPEDITING CLERKS	1006	1147	35	3	7	6	3	2	3	4
PROGRAMMERS: NUMERICAL, TOOL	42	66	2	1	7	6	5	4	4	7
PROOFREADERS AND COPY MARKERS	113	134	3	5	7	7	4	1	4	5
PROPERTY, REAL ESTATE MANAGEMENT	1169	1295	63	1	4	7	5	4	4	7
PSYCHIATRIC AIDES	946	991	33	3	7	7	3	2	3	4
PSYCHOLOGISTS	371	494	18	0	3	5	6	6	5	8
PUBLIC ADMIN., LEG., GEN. ADMIN.	574	679	50	1	1	7	5	4	5	8
PUBLIC RELATIONS SPECIALISTS	292	406	22	0	5	7	5	4	5	7
PUNCHING MACH. SETTER/OPER., M/P	173	189	3	4	8	1	3	3	2	5
PURCHASING AGENT EX.WHO/RET/FARM	940	958	29	1	4	7	4	4	4	7
PURCHASING AGENTS & BUYERS, FARM	117	139	11	1	4	7	5	4	5	7
PURCHASING MANAGERS	1635	1827	46	1	5	7	4	4	4	7
RADIO MECHANICS	40	38	1	2	8	1	4	3	3	6
RADIO OPERATORS	26	28	1	2	6	2	4	3	4	7

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JBTITLE	SWELEV88	SWELEV20	SWAOPEN	DATA1	PEOPLE1	THINGS1	GEDR1	GEDM1	GEDL1	SVP1
RADIOLOGIC TECHNICIANS	378	511	16	3	6	2	5	4	5	6
RADIOLOGIC TECHNOLOGISTS	423	618	22	2	6	2	5	4	5	7
RAIL CAR REPAIRERS	41	43	1	4	8	2	4	3	3	7
RAIL YARD ENGINEERS,DINKEY OPER.	8	8	0	5	7	3	3	2	2	4
RAIL-TRACK LAYING EQUIP. OPER.	127	125	5	5	7	3	3	2	2	4
RAILROAD BRAKE, SIGNAL, SWITCH	89	89	4	5	6	5	2	2	2	3
RAILROAD CONDUCTORS, YARDMASTERS	40	40	2	1	6	7	4	3	4	7
RAILROAD POLICE & SPECIAL AGENTS	2	2	0	3	6	7	3	2	3	5
REAL ESTATE APPRAISERS	227	243	17	2	6	7	5	4	4	7
REAL ESTATE CLERKS	216	223	9	3	6	2	4	3	3	5
RECEPTIONISTS,INFORMATION CLERKS	2769	3657	190	3	6	6	4	2	3	4
RECREATION THERAPISTS	128	212	10	1	2	6	5	4	5	7
RECREATION WORKERS	714	1009	43	1	3	7	5	3	4	7
REFRACTORY MATERIAL REPAIRERS	1	1	0	6	8	4	2	1	1	3
REFUSE COLLECTORS	513	844	62	6	8	7	1	1	1	1
REGISTERED NURSES	8286	11841	522	2	4	5	5	4	5	7
REINFORCING METAL WORKERS	109	115	4	6	8	4	3	1	1	6
REPORTERS AND CORRESPONDENTS	595	656	46	2	6	7	5	3	5	7
RESERVATION & TRANS.TICKET AGENT	123	175	8	3	6	6	4	3	3	4
RESIDENTIAL COUNSELORS	.	.	.	1	6	7	4	3	4	6
RESPIRATORY THERAPISTS	238	310	6	3	6	1	4	3	3	6
RIGGERS	395	389	10	4	6	2	4	2	2	6
ROASTING,DRYING OPER., FOOD/TOB.	70	78	1	6	8	4	2	2	2	3
ROLLING MACHINE SETTER/OPER.,M/P	5	5	0	4	7	1	3	2	2	6
ROOFERS	561	630	11	4	8	2	3	2	2	7
SAFETY ENGINEERS, EXCEPT MINING	122	130	4	1	6	5	5	5	5	7
SALES AGENTS, ADVERTISING	492	569	36	3	5	6	4	3	4	5
SALES AGENTS, BUSINESS SERVICES	481	678	35	2	5	7	4	3	4	5
SALES AGENTS, REAL ESTATE	846	948	71	3	5	7	4	3	4	6
SALES ENGINEERS	200	234	8	1	5	1	5	5	5	8
SALES REPS,SCIENTIF.PROD.EXC.RET	1143	1454	71	3	5	6	4	3	4	6
SALES REPS.EXC.SCIENTIF & RETAIL	5532	6915	330	3	5	7	4	3	4	5
SALESPERSONS, PARTS	1836	2155	81	3	5	7	4	3	4	6
SALESPERSONS, RETAIL	16665	20727	1442	3	5	7	4	3	4	4
SAWING MACH. TOOL SETTER/OP.,M/P	18	20	0	5	8	2	3	2	2	4
SAWING MACHINE SETTER/OPERATOR	71	73	2	6	8	2	3	2	2	4
SAWING MACHING OPERATOR/TENDER	1116	1117	25	6	8	3	3	1	1	4
SCREEN PRINTING MACH. SETTER/OP.	123	152	19	3	7	0	4	2	3	6
SECURITIES, FINANCIAL SERV.SALES	486	661	51	1	5	7	5	4	5	7
SEPARATING, FILTERING MACH. OP.	151	143	5	5	8	4	2	2	2	3
SEPTIC TANK, SEWER SERVICERS	93	113	6	6	6	4	3	1	2	4
SERVICE STATION ATTENDANTS	2609	2803	89	5	7	7	2	1	1	3
SEWERS, HAND	1195	1151	23	6	8	5	2	1	1	3
SEWING MACH. OPER., NON-GARMENT	464	461	12	6	8	3	3	1	1	3
SEWING MACH. OPERATOR, GARMENT	1315	1400	43	6	8	2	2	1	1	3
SHEAR, SLITTER MACH. SET/OP.,M/P	32	34	0	4	8	1	3	3	3	5
SHEET METAL DUCT INSTALLERS	134	155	4	6	6	4	3	3	3	4
SHEET METAL WORKERS	1467	1540	38	2	8	1	4	4	3	7

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SHERIFFS AND DEPUTY SHERIFFS	213	256	31	4	6	5	3	2	3	4
SHIP ENGINEERS	5	9	0	1	3	0	4	3	3	8
SHIP PILOTS	8	12	0	1	3	3	4	4	3	8
SHIPFITTERS	753	655	4	3	8	1	4	3	2	8
SHOE AND LEATHER WORKERS	974	1062	56	3	7	1	3	2	3	6
SHOE SEWING MACHINE OPERATOR	2670	2637	90	6	8	3	3	2	2	3
SIGNAL OR TRACK SWITCH MAINT.	29	27	1	2	7	1	4	4	3	7
SLAUGHTERERS AND BUTCHERS	15	11	1	4	7	2	3	2	2	6
SMALL ENGINE SPECIALISTS	606	742	23	2	8	1	4	3	3	6
SOCIAL SCIENCE TEACHERS	586	645	26	2	2	7	6	5	5	8
SOCIAL SERVICE TECHNICIANS	735	1100	59	3	6	7	4	3	4	5
SOCIAL WELFARE SERVICE AIDES	446	741	65	4	6	4	4	2	3	4
SOCIAL WORKER, MED.& PSYCHIATRIC	860	1279	69	1	0	7	5	3	5	7
SOCIAL WORKERS, EX. MED.& PSYCH.	1332	1656	75	1	3	7	5	3	5	7
SOLDERERS AND BRAZERS	90	100	2	6	8	4	2	2	2	3
SOLDERING, BRAZING MACH. SET/OP.	13	16	0	3	7	1	3	3	3	6
SOLDERING, BRAZING MACHINE OPER.	10	13	0	5	8	4	2	2	2	3
SPECIAL AGENTS, INSURANCE	107	131	5	1	6	7	5	3	5	8
SPECIALTY MATERIALS PRINTING	53	52	0	5	8	2	3	1	2	5
SPEECH PATHOLOGISTS,AUDIOLOGISTS	336	420	9	1	0	4	5	5	5	7
SPOTTERS, DRY CLEANING	28	36	2	3	8	1	3	2	2	4
STATEMENT CLERKS	112	139	6	3	6	2	3	2	3	4
STATIONARY ENGINEERS	219	216	9	3	8	2	4	3	3	7
STATISTICAL CLERKS	316	256	1	3	8	4	3	3	3	4
STATISTICIANS	9	9	0	1	6	7	6	6	5	8
STENOGRAPHERS	663	582	10	4	7	2	3	2	3	5
STEVEDORES, EXC. EQUIPMENT OPER.	19	24	0	6	8	7	2	1	1	2
STOCK CLERKS, SALES FLOOR	8087	9178	532	4	6	7	3	2	2	4
STOCK CLERKS:STOCKROOM OR WAREH.	3613	3618	94	4	7	7	3	2	2	4
STONE MASONS	12	13	0	4	7	2	4	2	3	7
STRUCTURAL METAL FABRICATORS	146	146	1	3	6	1	4	3	3	6
STRUCTURAL METAL FITTERS	40	37	0	3	7	1	4	4	2	7
STRUCTURAL METAL WORKERS	288	339	12	3	7	1	3	2	3	7
SUPERVISORS, FARM, FOREST,AG.REL	552	531	16	.	.	.	.	.	.	.
SURGICAL TECHNICIANS	193	261	10	3	7	4	4	4	3	6
SURVEYING AND MAPPING SCIENTISTS	351	404	17	1	6	5	5	5	4	7
SURVEYING AND MAPPING TECHNICIAN	499	576	13	1	6	5	5	5	4	7
SWITCHBOARD OPERATORS	1030	1144	59	6	6	2	3	2	3	4
TANK CAR AND TRUCK LOADERS	5	4	0	3	8	3	4	3	3	7
TAPERS	258	282	3	6	6	4	3	2	2	5
TAX EXAMINER,COLLECTOR,REV.AGENT	417	490	26	1	6	7	5	4	4	7
TAX PREPARERS	236	292	14	3	6	2	4	4	3	4
TAXI DRIVERS AND CHAUFFEURS	368	415	48	6	7	3	3	2	2	3
TEACHER AIDES & EDUC. ASSISTANTS	1690	2069	61	4	6	7	4	3	3	3
TEACHERS AIDES, PARAPROFESSIONAL	2417	2657	151	3	5	7	3	3	3	4
TEACHERS, ELEMENTARY	9812	10806	298	2	2	6	5	3	5	7
TEACHERS, SECONDARY SCHOOL	5530	6285	172	2	2	5	5	3	4	8
TEACHERS, SPECIAL EDUCATION	2316	2550	48	2	2	6	5	4	5	7
TEACHERS, VOCATIONAL EDUCATION	958	1160	72	2	2	4	4	3	4	7
TEACHERS,PRESCHOOL & KINDERGARTN	1562	1926	67	2	2	7	5	2	4	7
TECHNICAL ASSISTANTS, LIBRARY	326	373	29	3	6	7	4	3	4	6

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TECHNICAL WRITERS	54	63	2	2	6	7	5	3	5	7
TELEGRAPH AND TELETYPE OPERATORS	16	22	1	5	7	2	3	3	3	4
TELEPH. STATION INSTALL.& REPAIR	290	253	2	2	7	1	4	4	3	7
TELEPHONE & CABLE TV INSTAL/RPR.	595	689	15	3	8	1	4	4	3	6
TELLERS	3242	3462	63	3	6	2	4	3	3	5
TEXTILE DRAW-OUT MACH. OPERATOR	131	120	4	6	8	5	2	1	1	3
TEXTILE DYEING MACHINE OPERATOR	185	181	7	6	8	5	2	1	2	3
TEXTILE MACHINE OPERATORS	1828	1747	75	6	8	4	2	1	1	3
TEXTILE MACHINE SETTER/OPERATOR	221	220	10	3	7	0	3	2	3	6
TIRE REPAIRERS AND CHANGERS	277	328	12	6	8	4	2	1	1	3
TITLE EXAMINERS AND ABSTRACTORS	84	104	4	2	7	7	5	3	5	7
TITLE SEARCHERS	2	2	0	3	6	7	3	1	3	5
TOOL AND DIE MAKERS	452	586	37	2	8	1	4	3	3	7
TOOL GRINDERS,FILERS,SHARPENERS	235	249	23	3	8	1	3	3	3	6
TRAFFIC TECHNICIANS	2	2	0	2	6	7	5	4	5	7
TRAFFIC, SHIPPING, & REC. CLERKS	3557	3828	111	4	7	7	3	2	2	4
TRANSIT CLERKS	33	39	1	3	8	2	4	3	2	5
TRANSPORTATION AGENTS	101	149	7	3	6	7	3	3	3	5
TRANSPORTATION INSPECTORS	32	37	1	4	7	6	3	2	3	4
TRAVEL AGENTS	454	552	34	1	5	7	3	3	3	4
TRAVEL CLERKS	49	55	2	2	6	6	4	3	3	5
TRUCK DRIVERS	140	183	9	.	.	.	.	.	.	.
TRUCK DRIVERS, HEAVY	10193	11784	376	6	7	3	3	1	2	4
TRUCK DRIVERS, LIGHT	4436	5394	175	6	7	3	2	1	2	3
TYPESETTING MACH. OPERATOR/TEND.	272	241	17	5	8	3	3	1	2	5
TYPISTS	3211	3681	105	4	8	2	3	2	3	4
TYPISTS, WORD PROCESSING EQUIP.	976	1198	40	4	7	2	3	2	3	4
U.S. MARSHALLS	3	3	0	2	6	7	3	2	3	5
UNDERWRITERS	390	508	17	1	6	7	5	4	5	7
UPHOLSTERERS	259	326	24	4	8	2	4	2	3	6
URBAN AND REGIONAL PLANNERS	101	121	3	1	6	7	6	5	6	8
USHERS, LOBBY ATT., TICKET TAKER	74	90	4	6	7	6	2	1	2	2
VEHICLE, EQUIPMENT CLEANERS	1223	1222	33	6	8	7	2	1	1	2
VENDORS,SOLICITORS,DOOR-TO-DOOR	875	1116	62	3	5	7	3	2	3	3
VETERINARIANS, VET. INSPECTORS	251	301	14	1	5	1	5	4	5	8
VOCATIONAL & EDUC. COUNSELORS	750	857	30	1	1	7	5	4	5	7
WAITERS AND WAITRESSES	11238	13887	357	5	7	7	3	2	2	3
WATCHMAKERS	80	96	11	3	8	2	3	2	2	6
WATER & WASTE TREAT. PLANT OPER.	641	746	18	3	7	2	3	3	3	5
WEIGHERS, MEASURERS, CHECKERS	232	224	4	5	7	7	3	2	2	3
WELDERS AND CUTTERS	2491	2776	69	4	7	3	3	3	2	5
WELDING MACHINE OPERATORS	93	106	3	5	8	3	3	3	2	4
WELDING MACHINE SETTER/OPERATOR	269	328	10	4	7	1	4	3	3	6
WELFARE ELIGIBILITY WORKERS	551	637	16	2	6	7	4	3	4	6
WHOLESALE, RETAIL BUYERS,EX.FARM	1280	1385	60	1	5	7	4	3	4	6
WOOD MACHINISTS	426	467	21	3	8	0	4	3	3	7
WOODWORKING MACHINE OPERATORS	1164	1191	56	6	8	4	2	1	1	3
WOODWORKING MACHINE SETTER/OPER.	451	467	22	4	8	2	3	2	2	5
WRITERS AND EDITORS	871	977	76	0	5	7	5	3	5	8

SOURCES OF INFORMATION

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CURRENT LABOR MARKET INFORMATION - Division of Economic Analysis and Research, Maine Department of Labor

JOB BRIEFS

1. Division of Economic Analysis and Research, Maine Department of Labor
2. Maine Occupational Information Coordinating Committee, Maine Department of Labor
3. Dictionary of Occupational Titles
4. Guide to Occupational Exploration

OTHER SOURCE OF INFORMATION

1. Maine Almanac and Book of Lists
2. DOT Cross Walk Data File

ADDITIONAL RESOURCES

1. The Computerized Career Information Delivery System
    a. Guidance Information System
    b. CHOICES
    c. DISCOVER
    d. Other career software programs

2. The Maine Job Box and Occupational Profiles
3. Occupational Outlook Handbook
4. Guide to Occupational Exploration
5. Dictionary of Occupational Titles

This booklet provides information on forty occupations. In Maine there are more than 650 surveyed occupational titles and many more job opportunities in the workplace. Hopefully, this booklet has given you some approaches toward analyzing other occupations that may be of interest to you. To assist you in this analysis, you should take advantage of publications and computerized resources of career and educational information.

Use the resources in your school guidance office, school and public libraries. Seek out individuals and experiences in your community that will increase your knowledge about the world of work, and validate your life work direction.

Good luck as you explore and prepare for future life work options.

TOP 40 CAREER HITS IN MAINE

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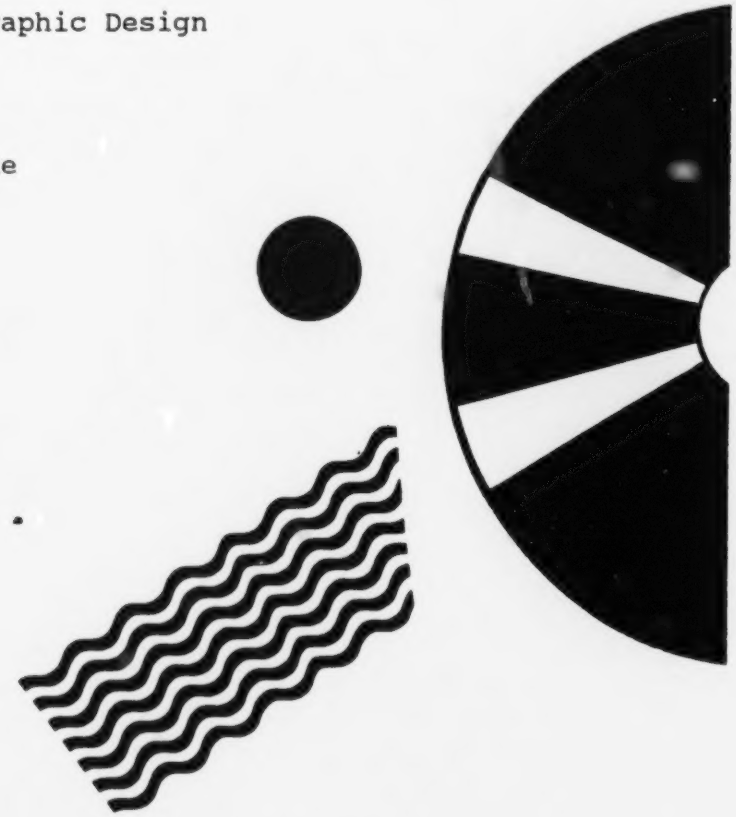

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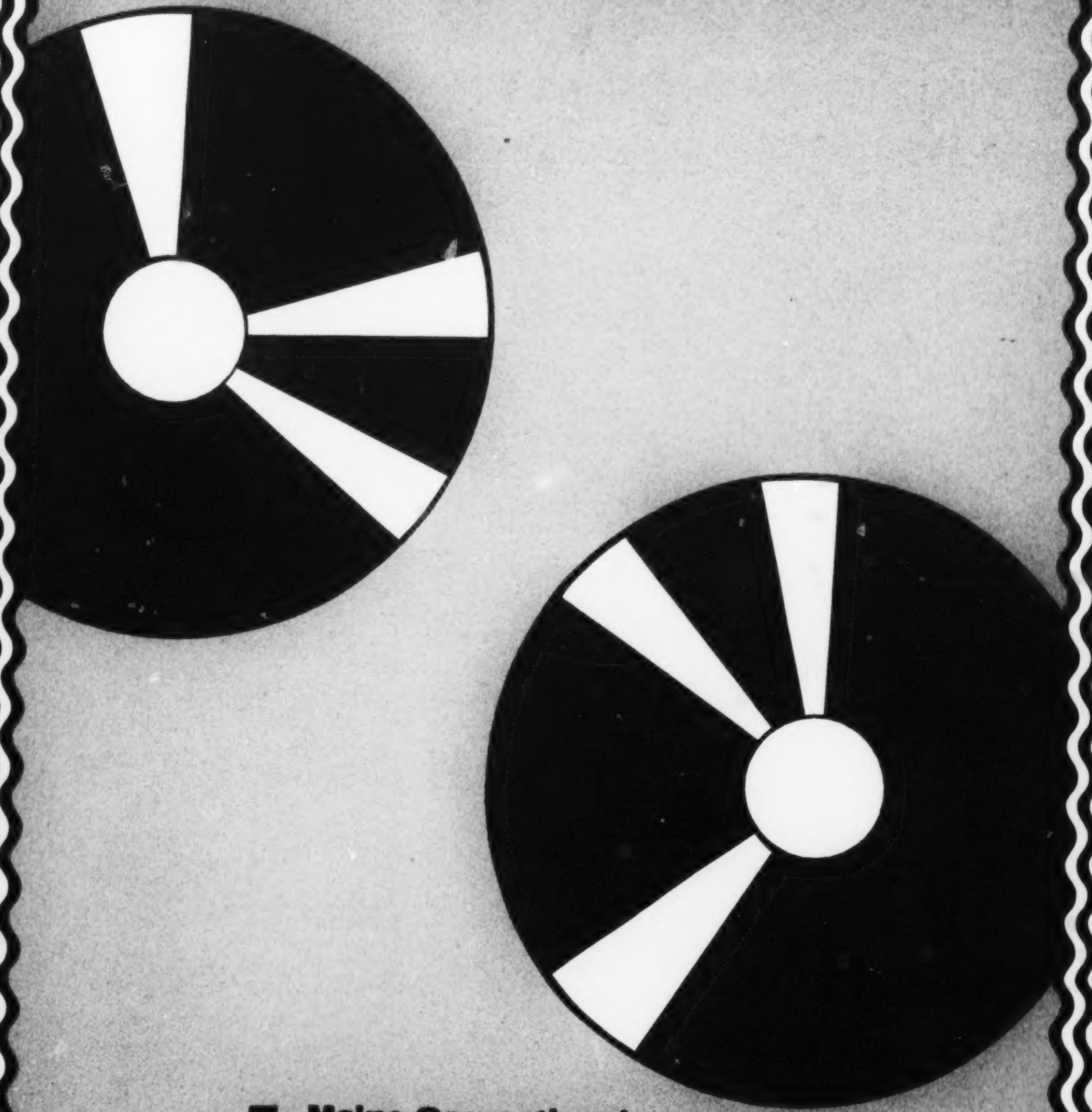

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